

# THE SCHOOL JOURNAL

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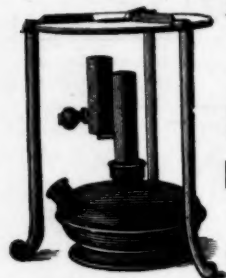
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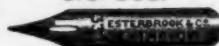
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No. 2

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The business department of THE JOURNAL is on page 53.

All letters relating to contributions should be addressed plainly, "Editors of SCHOOL JOURNAL." All letters about subscriptions should be addressed to E. L. KELLOGG & Co. Do not put editorial and business items on the same sheet.



THE year 1894 is to be marked educationally by deeper investigations concerning teaching. Teaching is the application of our knowledge of education; education is the direction of the mind by the means that our advancement in science furnishes. The teaching of 1894 is going to be considerably different from what was accepted in 1884, 1874, 1864, 1854. Those who can look back to 1854, cannot but feel what great changes have taken place.

The kindergarten was then unknown; Fröbel had just died. The primary school has been to a great extent emancipated from the routinism that prevailed. The effect of the Fröbel wave on American schools is destined to be more widespread than that of the Pestalozzian wave. We are now feeling the first effects of it; kindergartens are being rapidly established; in ten years there will be 5,000 in operation; some estimate the number still higher.

The teacher who is not up and doing, striving to modify his work in accordance with the influences that are destined to affect all teaching from this time onward, is making a great mistake.

Let the motto be "Advancement" for the year 1894. Of all persons the teacher must not stand still. Do not let the school-room be the same to-day as yesterday; let it be another school-room day by day; let new thoughts, new ideas prevail. It is fatal to let the exercises sink into a rut. The pupils must feel that the teacher is to open a new box of ideas each day; that something will be said and done that must not be missed. This may cost effort, but it can be done. It is done by the best teachers. Keep your pupils in a state of expectancy. Keep them advancing into new regions of thought.

The annual report of Supt. Draper, of Cleveland, is a very different affair from the one the usual superintendent submits. The point at which he aims is a vital one—Superior minds, themselves well-educated and trained, doing the work of teaching in a superior way. There is no bluster in this report. The usual report talks about our "excellent schools" and all that; the time has come when the question will be asked, "Shall those who have not made a special study of education, both practically and theoretically, be put in the school-rooms?" The ordinary superintendent does not propose this because he puts there whoever the politician says he must.

The demands for professional people are rising everywhere. The physicians of Georgia have a bill before the legislature to raise the standard of skill and responsibility of their profession. It provides that a state board of examiners be appointed for the purpose of passing upon the medical ability of every graduate of a medical college located in the state. Another important section requires the medical colleges to adopt a three years' course of instruction. Most institutions which have a two years' course are already beginning to anticipate the passage of the bill by requiring three years of study before a diploma is awarded. The indications are that teaching is rising, and it must rise. It would be a great step if no more third grade teachers were set at work. Let them all be first grade.

A writer in the daily press says: "The chief asset of America is not its wheat farms, coal mines, or pine forests, but the boys and girls whose minds and wills are every day being developed or stunted by the men and women whose wards they are." This truth will gradually dawn on the thinking American. He will not say, We have so many miles of railroads, produce so many bushels of corn, etc., but rather, We have so many children in schools, that are schools in reality. The present conception of the school is a very low one, though far higher than it was when Horace Mann began his wonderful addresses. Something more than fifty years ago the rule a noted artist gave to his students was, "Make your picture brown." It makes an artist laugh to hear of such a direction. But teaching has been in just such a primitive condition; nay, it is there yet.

The psychologists who met in this city a short time since really considered the application of psychology to mental development. The old school declared it had nothing to do with education; the new school represented by G. Stanley Hall, says that is its especial field. The counsel often given in these pages has been to study psychology; it has not desired the teacher wholly to ignore books, but it has tried to show that the child, the living book, was always before the teacher for study.

I have gradually almost come to the opinion that many of our youth would develop into better health, stancher virtue, and possibly better citizenship, and a culture in every way more pedagogical and solid, had they never been taught to read, but some useful handicraft, and the habit of utilizing all the methods of oral education within reach, instead. Our be-pedagogued age cannot refuse all quality of admiration for men who lived before Gutenberg, or even before Cadmus.

—G. Stanley Hall.

## Grit in Boys and Girls.

By SUPT. J. M. GREENWOOD.

A mind less prone than mine to look closely into some of the present educational tendencies of our country, cannot fail to see danger signals here and there. Instead of teaching our boys and girls that will-power is the supreme force in the world, the tendency is to smooth over the rough places, and to let the child glide along through school in a half-playful, half-indifferent mood.

"Life is real, Life is earnest is not spoken of the Soul."

The idea that the pupil stands in need of tremendous will-power to buckle down vigorously to hard mental or physical work, is one of the lost arts in educational advice. If a high school boy is not willing to remain in school studying like a Trojan, he is to be cajoled into doing it under the seductive guise of manual training, or some other anodyne that soothes disturbed feelings.

If the grammar school girl has not grit enough to attack a good sturdy English grammar or mental arithmetic, she takes a course in diluted language lessons,—omits the mental arithmetic, and receives valuable instruction in school cooking, cutting, fitting, and sewing. These latter accomplishments are, in the absence of cook-books, fashion-plates, scissors, thread, needles, thimbles, and other material, plus the ignorance area of her mother on such trivial affairs, equivalent substitutes for sound, substantial work and straight-forward, persistent effort, directed by vigorous thinking. Chewed food and school-playwork are the two chief ingredients, augmented by very thin teaching, in too many American schools. Such baby diet produces effeminate characters. Such an intellectual regimen never can build up a race of people of robust and independent character. I favor work, trades, recreation, play of all kinds; but study must be study,—severe, thorough, persistent. It is study for its own sake. The same also of play, or whatever the child undertakes to do. Work and play are two distinct things, and they should not merge into each other. It is a species of deception to disguise truth under another form.

The false ideal created in the child's mind gives wrong impressions of things, and later on he finds out that real life does not articulate with the standard which he has imagined to exist.

Should educational ideals be distorted, and even falsified, by the introduction of plans drawn from the work-shop and the counter? Are we ready to throw aside true educational ideals and substitute those of a low pecuniary value? Woe be to the nation that does it. To go to school and to study is a business. To learn a trade is a business too. Work is work; study is study; play is play. All right, each in its place. But grit is another thing. It is in all these—the essential element. It makes life a success. By grit is meant firmness of mind, invincible spirit, unyielding courage, fortitude in times of trial or danger. Grit is will-power, which is the supreme human force in the world. It were far better that the boy or girl be thoroughly imbued with the idea—"I can and I will"—than to be lifted over all rough places, or to glide along smoothly without putting forth a strong and determined effort when a difficult thing is to be done. The sooner one learns that life work is real work, and that each one must do his share for himself, the greater will be his progress in after years. No man or woman who has ever been successful in any undertaking ever succeeded without this quality popularly known as "grit." The ancients in their day, enumerated wisdom, fortitude, temperance, and justice, as manly and godlike virtues, and the one who had not these high qualities, was willowly indeed. But other conceptions, to a great extent, have found a lodgment in the minds of many parents in regard to the efforts which their own children must put forth in life. The idea that honest work and honest effort tell, is treated too often as a foreign matter, and as one that can in no way enter into life as a permanent factor. In as simple a matter as education, the will-

power to buckle down to vigorous mental work, is largely a lost art, and in daily toil, it too must be something so easy as to require no attention or physical exertion. The educational idea which paralyzes exertion, neutralizes will-power and gives a false notion of life in the struggle for success, is mean, contemptible, and devilish.

## Gems of Pedagogic Wisdom.

GATHERED AT THE MEETING OF THE MICHIGAN TEACHERS.

From an address by President Cheever:—

"Nowhere is genuine love more needed than in teaching the children of a large city, yet the opportunities for knowing the children out of school is in inverse proportion to the need of knowing them. The parent knows little of the day or Sunday-school teacher; the teacher does not know the parent. And so the child's training is carried on in three sections."

"Some one has said, 'empty the jails by filling the schools.' But this does not go far enough. Filling the schools will not avail unless, at the same time, the child is surrounded with such influences from three to fourteen years of age as will give direction to his whole after life."

"Give us in the primary schools the best teachers that money can procure—teachers who will know when to help the boy, when to patiently wait, teachers who will teach by furnishing environment."

"We have done but a small part of our work as teachers if we simply teach well arithmetic, reading, etc., to the pupils."

"We are living in an age when material and intellectual interests are prominent in the minds of all men. He has read history to little purpose, who has failed to see that those periods when the material and intellectual activities dominated to the exclusion of the moral, ethical, and religious interests, are the saddest in history." What then shall we think of a teacher whose sole aim in teaching is to prepare the children for material happiness?

"The teacher should understand his pupils' compound nature, and should know that the faith in it is power."

"It is a notable fact that a large portion of the foremost colleges and universities are yearly growing in student attendance at a rate much in excess of the rate at which the population of the country increases. We hear a cry of alarm lest this flocking of young men to academic halls result in an excess of aspirants for professional life, and a corresponding dearth of business men. Recently the cry has taken on an additional note, in view of the rise of liberal education for women. It is a false alarm. For one proof that no one needs to worry, observe how large a proportion of college graduates annually go into business rather than professional life. It did not use to be so. \* \* \* Recently, say within the past twenty-five years, a different theory of liberal education has come to the front. It is not a new theory, it has been more or less proclaimed for ages; but of late it has gained, as never before, a firm foothold. It is, that the higher learning is good in itself, if good at all in any given case; that its object is not to make preachers, doctors, lawyers, editors, or chemists, but to make men—and women. So now we see each autumn thousands of young men, and hundreds—would there were thousands—of young women entering college without having formed any fixed purpose to enter professional life, but fully determined to make their life, whatever may be its special channel, as broad, deep, high, strong, and luminous as possible."

From an address by Com. Andrus:—

"There will be better teaching, better preparation on the part of those that engage in it, when there is a demand for it. I know nothing that will so surely create that demand as good teaching itself. If I could prevail upon a district board to hire a first class teacher and retain her for two years, I should feel that I had the problem solved so far as that district was concerned. A poor teacher would never be tolerated there again."



## Brief Abstract of Dr. Boone's Lecture :—

There are three factors present in all best teaching : 1, The habit of right thinking on the part of the teacher ; 2, a knowledge of the processes involved in growth, and, 3, skill in manipulating these processes. The second involves an acquaintance with both the individual and the race ; an insight into the spiritual forces which make for civilization ; a sympathetic interest in the individual representing in the small the larger personality of the race ; and an intelligent appreciation of the race as comprising the more sacred individual.

In the school-room, and to the average teacher, the essential fact, the one of most immediate significance, is the individual.

Skill is not knowledge so much as doing ; but becomes safe only as it is intelligent.

The present paper has chiefly to do with the first, the habit of right thinking. For the understanding of this growth there is presupposed, 1, a study of mind ; 2, acquaintance with the history of education ; 3, educational doctrine ; 4, educational agencies ; and 5, method.

1. This means a large culture and long, patient study of primitive minds, in the past and now, the growth of culture among the nations, and their culture ideals.

2. The history of education gives balance and caution to educational practice. To have put ourselves in the place of those who have thought before us, easily tempers egotism, and avoids or corrects the extremes of self-assertiveness, gives faith in man and the race, and fixes the lines along which advance has been made and must be made.

3. Educational doctrine is fundamental, indeed, teaching is intelligent only so far as it is inspired by some rationally-held theory of the purpose of education. Give teachers of our state right notions of education, the purposes to be achieved in the individual and the community, and a sound understanding of mental improvement, and they may or may not have read psychology or logic or books on method ; fidelity to the true purposes of education will save from serious blunders.

4. So of educational agencies ; never more than to-day has there been needed by the teachers of our country a thorough comprehension of the grounds for a state-controlled, state-supported, state-established system of secular education. My only plea is for such abundant training, and large learning, and richness of culture, and familiar sympathy with man's progress, and the conditions of his uplifting, as that these and other school questions may be fairly handled. Fifteen thousand and scholarly teachers in our state—picked men and women, of ability and training, large-minded and generous-hearted, possessed of that discipline that comes only through much reading, and travel and long study—in five years would shift the very motives of the state, and make all life seem richer.

5. Psychology is to be distinguished from "method." The former is static ; the latter, dynamic. At the foundation of this is logic. To the teacher, the unit of child experience is the judgment. How judgments combine, are mutually influenced and breed other judgments, is the problem of the "new education." The method of the school is a statement of those universal laws of mind which are true, fundamentally, of either sex, of all races, for every age, and in whatever subject or grade of school.

The fairly profitable pursuit of any of these lines presupposes a maturity, a mental integrity, large culture, and abounding information, such as no novice possesses. How to employ things as a stimulus to thinking, and so make nature an ally of mind, are easy enough if acquaintance with the conditions of learning is enriched by an intimate knowledge of this same nature as an instrument of learning. He will best use an individual lesson in any subject, other qualifications being equal who is best able to enrich it by a large contributing knowledge of related facts.

It has been said, "A man is worth to himself what he can enjoy, but to others what he can do." If, however, what he can do is daily enriched by the larger possession

of what he enjoys, the service is more than doubled. To have canceled one's provincialism by a prolonged study of history and literature ; "to know the best that has been thought and said in the world ;" these are the best antidotes to littleness and selfishness and jealousies in class management. The scholar easily drives out the drill-master. Culture is suggestive and rich in interpretation. It discovers opportunity and resource ; it has foresight and adaptation. It attracts occasion and learning and confidence and co-operation.

## Self-Book-Keeping.

By ZENO W. PUTNAM.

Benjamin Franklin, in his Autobiography gives us the benefit of many observations and experiences, and their practical application to life that did much toward making his own work a possibility for him. One of his most unique self-helps was his method of "cultivating the moral virtues," as he expressed it, but which we would regard as cultivating self-control. From his readings and personal observations, Franklin tells us that he divided the moral virtues into thirteen classes as follows:

*Temperance* :—Eat not to dullness ; drink not to elevation.

*Silence* :—Speak not but what may benefit others or yourself ; avoid trifling conversations.

*Order* :—Let all your things have their places ; let each part of your business have its time.

*Resolution* :—Resolve to perform what you ought ; perform without fail what you resolve.

*Frugality* :—Make no expense but to do good to others or yourself ; that is, waste nothing.

*Industry* :—Lose no time ; be always employed in something useful ; cut off all unnecessary actions.

*Sincerity* :—Use no harmless deceit ; think innocently and justly ; and, if you speak, speak accordingly.

*Justice* :—Wrong none by doing injuries, or omitting the benefits that are your duty.

*Moderation* :—Avoid extremes ; forbear resenting injuries, so much as you think they deserve.

*Cleanliness* :—Tolerate no uncleanness in body, clothes, or habitation.

*Tranquillity* :—Be not disturbed at trifles, or at accidents common or unavoidable.

*Chastity* :—

*Humility* :—Imitate Jesus and Socrates.

Wise enough no doubt Franklin did not undertake to acquire all of these qualities at once, giving one week's particular attention to each in turn, instead. And as a daily monitor he prepared a record of progress arranged as follows :

	S.	M.	T.	W.	T.	F.	S.
TEM.							
SIL.							
ORD.							
RES.							
FRU.							
IND.							
SINC.							
JUS.							
MOD.							
CLEA.							
TRAN.							
CHAS.							
HUM.							

While the attention for the first week was particularly directed to temperance, transgressions against any of the other virtues were recorded by a black dot under the proper day and heading. At the end of the first week when the temperance record was clear, the second class was taken up, and violations of the first two specially guarded against, until in time, theoretically, all were properly observed.

However incomplete or unsatisfactory a record like this may prove, there is no question as to its effect. Nothing is more corrective of faults than a complete record of them. But that is not the only advantage. A methodical system faithfully kept is in the keeping one of the best possible drills in self-discipline.

There is no single system of self record that will be the most desirable in all cases. The line indicated by Franklin would fall entirely short of some demands, but it would serve an admirable purpose in illustrating the possibility of reducing life into a tangible substance and in stimulating the student to seek further into this system of self-book-keeping; to know himself better; and to realize more fully the responsibilities of life. It will strengthen his day-dreams into practical purposes instead of crushing them out. It will open up new fields of thought, of purpose, of self-study, and give him not only a better idea of his needs and weaknesses, but a fuller appreciation of the unconquerable "I will."

## School Management. VII.

### THE PROGRAM IN GRAMMAR SCHOOLS.

By GEORGENE STORY HUBBARD.

I suggest the following plan which teaches regularity and system to the child, leaves him suitable time for study, avoids hurry, makes interruptions no serious calamity, and gives the teacher opportunity to do his best work. The lessons to be prepared should be short and the teacher accept nothing but thorough work.

Do not dictate in regard to the manner in which the study hour shall be passed. When a child has reached the grammar grade he is old enough to plan his own work. Tell him what is to be done and be sure he knows how to do it. Then leave him to find the time. It is ridiculous to assume that all need the same length of time in which to prepare the spelling lessons, do problems, etc.

Tell them that when one lesson is learned they are to prepare the next, and not before.

On the board place the list of daily studies which require preparation, thus:

CLASS I.	CLASS II.
Arithmetic,	Arithmetic,
1. Grammar,	Grammar,
Spelling,	1. Spelling,
Geography,	Geography,
Reading,	Reading,
Physiology,	Physiology,
History.	History.

Have it understood that this order is generally to be followed, and insert music, drawing, composition, science, gymnastics, etc., whenever you think the conditions favorable, or deem a little change advisable for any reason.

Hear the classes alternately, or, if you have more than two, in turns. Each session, place the figure one before the recitation following that with which the work of the preceding session closed, for the benefit of pupils who were absent then.

In this way the morning hour is not always given to one study at the expense of the others.

I find that the amount of work done often surprises me. Each child feels that no rule will prevent his doing all of which he is capable, and that he is a free and independent worker.

The brightest children should have broader work on the same subject as the others. Let them prepare maps, essays, illustrations, etc., for the benefit of all in recitation.

## The Problem of Reformation.

The most instructive lectures before the New York State Teachers' Association have always been by Supt. Brockway, of the Elmira Reformatory. The reason they have been listened to with such great interest has been that every teacher had, or has had, some pupil that needed reforming before the work of instruction could begin; and because light was thrown on school government. This institution receives boys above 16 years of age, who have committed some crime, and whom society believes could be reformed. Thousands of parents exercise no restraint, require no attendance upon school, or the learning of a trade, in fact provide no occupation whatever for their sons; the result may be easily predicted.

The state of New York selected Supt. Brockway to have charge of this most important field of work. Such men are born, not made to order. There must be a knowledge of what produces reform in a young man. There must be a profound study of the motives that turn one from an evil path to get him to walk uprightly. Mere study won't do it; the learning of Bible verses and attendance on religious services won't do it; the hard regulations of a prison won't do it. It needs a man who understands the main springs of men's motives all through, to be at the head of such an institution. Mr. Brockway has made this matter a life study; he had evolved a system that was followed by reform in a large majority of cases; not in all, for when a young man puts his foot out of the right path, all the tendencies to evil seem to combine to keep him from returning.

The law allows a court to sentence a young man to the Reformatory for an indefinite period; the superintendent can let him out as soon as in his judgment he deems him sufficiently reformed. There are three grades; all who by good conduct work up to the first grade are likely to go out on parole; they get employment and report monthly to Supt. Brockway. From these reports sent in, the following are selected:

"Superintendent, I thank you from the bottom of my heart for your kind treatment of me during my stay in the reformatory, also for the trade that I was taught."

"I am glad to say that I am leading an honest and upright life, and that I have found more comfort and enjoyment in the short time I have been from your institution, by conducting myself as a gentleman in every respect, than I had all the time I was out before, when I thought I knew everything."

"I know that I will be able to lead a right life in the future."

"I am staying with my parents and do not go out nights. I am well respected by my friends and by the whole neighborhood."

"I do not go out nights unless with an order or on some very important errand. I am working every day and do not have any desire for roaming around."

"I am thankful I went to your place for the reason I learned a good trade which I did not have before I went there. I am doing the best I can to get along and save all I can."

"It is with some misgivings that I must say that I have not saved anything, but you can very well see that \$7 a week is very small pay. I expect a raise, however, on the first day of next year."

"I do not regret my stay at the reformatory for I think it has done me considerable good, although I did not think so at the time."

"My sisters all join me in giving thanks to the officers of the institution for the improvement that was made in me while at the place."

"My father and mother join me in thanking you for my release, and also for your kindness to me while in the reformatory. I will never forget the doctor's kindness to me while I was sick."

"My boss speaks very highly of me and says that my going to Elmira has put a great change in me and that he hopes that I will always keep that way."

"I realize what it is to have a trade to work at. I never was lazy in my life, but I had no trade, which is the principal thing."

"I am working every day and I find that being down there has done me good."



## The School Room.

JAN. 13.—LANGUAGE, THINGS, AND ETHICS.  
JAN. 20.—NUMBER, SELF, AND EARTH.  
JAN. 27.—PEOPLE AND DOING.  
FEB. 3.—PRIMARY.

### Reading and Ethics.

By FANNY LASCOMB.

HOW FOOLISH!

In the world of conchos the average concho lived contentedly in his shell as long as there came to him within it all that was necessary to satisfy his little, personal, conscious needs. Once he put out his little head—"head" did I say? Well, never mind—and looked at his nearest neighbor, who also appeared comfortable. "You're enjoying yourself, too, are you? That's nice!" said he, and drew back into his little shell. Again he looked out and his gaze fell on some who were suffering. He stretched forth to see what the matter was. Having found out, and seeing that there was nothing particular that he could do to better affairs, he once more curled into his little house, and said, "How snug and comfortable it is in here!"

But another concho reared himself aloft and overlooked the scene, seeing at the same time the enjoyment and the suffering. The picture caught his attention, and he was in no hurry to back into his tiny "world at home." He looked to one side and exclaimed, "How enviable!" He looked to the other and exclaimed, "How pitiable!" Then he thought how desirable it would be to change the suffering into happiness, and wondered if measures could not be devised by which this could be done. *He was a very inexperienced little concho.*

He gazed and pondered until night fell, and then retired, but not to repose. Much of the suffering he had looked upon seemed to him unnecessary, and the thought of it remained with him to disturb his fireside reflections, so that he had but a semi-consciousness for the comfort with which his little individual self was blessed. When at last he gave himself up to Morpheus, his dreams were of the woes of his race and how to mitigate them.

Now the lives of these conchos are not long, and the picture of serenity on the one hand and of struggling misery on the other had taken so strong a hold upon the mind of this little being that it faded out only with his little existence. As long as he lived he worked at the problem it had raised, and kept showing others the picture, engaging their sympathies, upsetting their tranquillity, and enlisting their services. Among them all they succeeded in lessening somewhat the proportion of pain to enjoyment in the aggregate among their race.

Their leader died of grief because progress was so slow. What a foolish little concho, when he might have wrapped the comforts of his home about him and remained oblivious to the sadness of life outside! And how much more foolish were some other little conchos who, seeing his sad fate, determined all the more to do as he had done!—E. E. K. in *N. Y. Tribune*.

If the type-writer is used let enough copies of the above be prepared for distribution to the entire eighth grade. Question somewhat as follows:

What is meant by the "world of conchos"? (Literally, the mollusk world; indefinitely, the world of the humble-minded.)

Why does the author question "head, did I say"? (Because, on the one hand, the mollusks have nothing which can properly be called a head, and on the other hand, the humble do not claim great credit for their own wisdom.)

What is the easy contentment of the first little concho intended to suggest? (The comfortable selfishness of people who think it is a very fine world to live in as long as their own affairs go right. Cheeriness is good, but this form of contentment is narrow and egotistical.)

Why could not the second little concho turn away from the world's suffering and be comfortable like the first? (Because he sympathized too deeply. He was like the people who cannot content themselves with a heaven from which any one is shut out.)

How are we to apply the italicized sentence? (Other little conchos had striven before this one to make things better. He didn't know how many, or how much they had done, or what a little way it all went, or how he and all his friends might strive all their lives and not succeed in making *very* much difference in the great bulk of suffering. And he didn't know what mean advantages are taken of the innocent, or what low motives are often assigned for noble acts. He was enthusiastic, but a *very inexperienced little concho*.)

Was it better so, or was it a pity he didn't know more? (His enthusiasm was the greater for his ignorance. If he had known all from the beginning he might have been discouraged from doing anything for so hopeless a world.)

Was it well for him to lose consciousness of his own comfort in his sympathy for others in misery? (He couldn't help it; and it was through the suffering he submitted to in this way that he learned how to work to the best advantage for the cause he had espoused. His sleepless nights bore fruit.)

Why does the writer refer to the shortness of these little creatures' lives in the fourth paragraph? (To remind the reader that life is but a span, while history is long and improvement in human conditions slow. It is little that one person can do though he work all his life.)

How are we to construe the phrase "upsetting their tranquillity"? Was that a good thing to do? (Selfishly contented people have to be made uncomfortably conscious of what is wrong that they can help to mend, before they will do anything for any one but themselves.)

What does the last part of the fourth paragraph mean? (That

when a good many were at work they succeeded in increasing the world's happiness just a little and in diminishing its misery just a little, so that the proportion of pain to enjoyment was slightly changed.)

Is such a change likely to be continuous, however small? (Yes, because the more people are relieved of their own miseries, the more they can do for the relief of others.)

Did the author do well to state that "their leader died of grief"? (This is true to life. The careers of the noblest have ended in sorrow, but they must have had some consolation in thinking that they had done their best—that all their energies had been spent in spreading good influences rather than bad ones.)

Was he, then, a "foolish little concho"? (No. This is satirical. The writer means that the selfish and pleasure-loving look upon such people as foolish. Those who do good, however, find a joy in the midst of their suffering that the base know nothing about. In sacrificing themselves they find a higher life, from which they cannot wish to descend once they know its exaltation.)

NOTE.—The pupils will be able to appreciate more than vaguely the above ideas, though the teacher may have to assist in bringing them into expression.

### Lessons on Common Things.

A WAGON.

By the author of "Preston Papers."

Ah, children, suppose we take a ride out into the country this fine morning! Who wants to go? What! so many? Why, I don't *know* as our — will hold us all. Let us talk about it a little bit first, and see what it is like, how made, and for what purpose?

Well, Bertie, what have you to say? "Do you mean a wagon?" Yes—but why do we go in a wagon instead of in a steam car, horse car, or electric car?

"We want to go slower." "It don't cost so much." (*Doesn't, not "don't," Julia.*) "It's safer." "We can see more things." "Cars don't run on country roads." "There ain't no car tracks in the country." (*Don't say "ain't no car track," Isabel. Isn't any car track.*) "They don't have a power house nor any cable nor 'lectric wires."

All those are good reasons; and now we will see about our ve-hi-cle (writing it on the blackboard) and "power," for we cannot draw it ourselves. Harold, why? "Too heavy."

Yes (writing it under "vehicle"), then that is one quality. Now if it carries so many people it must also be —? "Strong." "Stout." "Large." (All those are written under the preceding word.)

What are some of the things that are necessary to a wagon? "Wheels." "Box." "Seat." "Paint." "Floor." "Side." "Steps." "Ends." "Thills." "Springs." "Tongue." "Dashboard." "Whiffletree." (Some of these "parts" will have to be developed gradually, by *judicious* questions, according to the "material" before you. Mind, "*judicious*" questions.)

Now let us talk about its shape. What shall it look like? "Long."

Like this? (Showing anything that has some length, but not much depth or breadth—even a long line on the blackboard.) "Oh, no. It must be wide, too," and open at the top. (Teacher asks for a volunteer to make a wagon-box of postal-card, Bristol board, or paper.)

Possibly each will want to construct one alone, finishing with paint, etc. It won't prove fatal even if enthusiasm runs high while the children are learning about so common a thing as a wagon. Try it, and if any sickness results—take another subject *just as common*, until the children have become thoroughly inured to the hardship of studying *practical* lessons!

There, now let us see about some of the things that are used in making this wonderful vehicle. Who knows? "Wood." "Iron." "Steel." "Paint." "Brains." Oh, Harry, you have mentioned the greatest thing of all! Who will name some of the smaller parts? We will begin with the wheel. "Rim." (Tire is the common word, Robert. Writes the word.) "Spokes." "Hub." (Axis will have to be brought out by slow degrees, probably. Also "felly" if not given with *tire*.)

What else? "Screws." "Nails." "Nuts." "Boards." (*Panel*s may have to be given by the teacher.)

Minnie, what else can we put in the wagon besides the girls and boys? "Lunch baskets." "Loads of coal." "Stone." "Wheat." "Apples." "Furniture."

Yes, wagons carry all these and many more things for us. Now who will tell me in what way a wagon is unlike a carriage? "It has no top." "Nor cushions." "Nor windows." "It holds more." "It isn't so pretty." "Nor so high priced." "Nor so clean." (That depends.) "Carriages are only for people."

\*A cut, illustrating how such a "model" may be made, will be given in the next issue of THE JOURNAL.

How is a wagon different from a wheelbarrow? "Larger." "Heavier." "Handsome." "Costs more." "More wheels." "More work to make." "Is moved by horses." "Lasts longer."

What is used instead of wagons, when there is snow on the ground? Why?

Can we ride on something that has wheels which is not drawn by horses?

How is a wagon different from a bicycle? In what ways are they somewhat alike?

Tell me what you can about any of the shops where wagons are made. The different kinds of wagons. The names of some manufacturers. The prices. Anything else of which you can think—or get some one at home to tell.

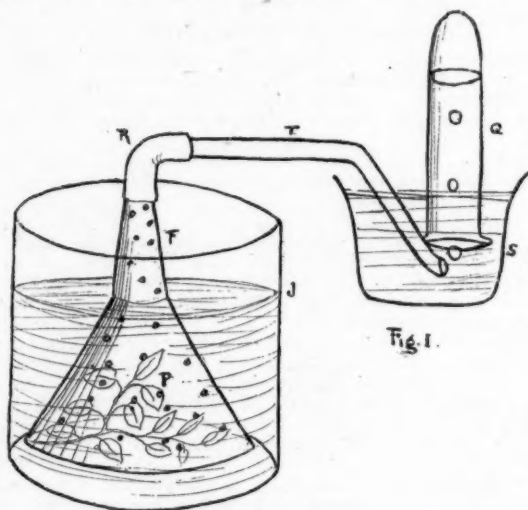
Would you like to go into a wagon shop and see the men at work on the different parts?

## Oxygen.

By FRANK O. PAYNE.

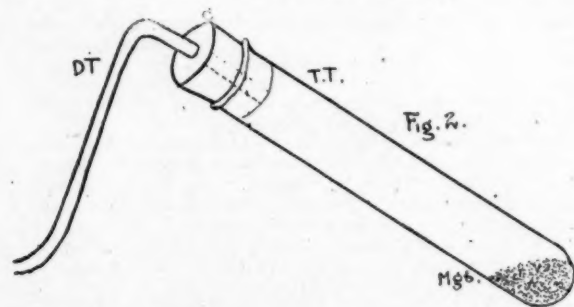
### SOURCES AND PREPARATION.

*I. Natural.*—Most plants give off this gas, but water plants such as the "pond weed" (*potamogeton*) and "frog bit" (*anacharis*) give it off most readily. Common land plants will give it off slowly but when aquatic plants are placed in the sunlight, large quantities of oxygen will be liberated.



Immerse the plant under a funnel, *F*, arranged as in Fig. I., having a rubber joint, *R*, and delivery tube, *T*, whose extremity dips beneath the surface of water in another vessel, *S*. Invert a tube or bottle, *Q*, full of water over the end of the delivery tube. The apparatus should be set in the direct rays of the sun, and liberal quantities of the gas may be collected.

*II. Artificial.*—Fit up a test-tube, *T. T.*, with delivery tube, *D. T.*, Fig. II. Place a little mercury oxide or potassium chlorate in the bottom and heat in the flame of an alcohol lamp.



*Properties.*—Touch a match to a bottle of the gas. Does it burn? Plunge a stick that has previously been charred and has a red coal on it. What occurs? *Oxygen does not burn, but it supports combustion.* Bend a wire, as in Fig. III., so as to hold a small cup, *C*. This is called a deflagrating spoon.

Put a little sulphur in the cup and heat until it begins to burn. Plunge the cup into a jar of oxygen. What occurs? Heat a strip of zinc and hold in the gas. What occurs? Try phosphorus, charcoal, magnesium ribbon, watch spring, and other bodies in the gas. Note results.

The following equations may be written to represent the action that has taken place.

1.  $C + O_2 = CO_2$
2.  $S + O_2 = SO_2$
3.  $Mg + O = MgO$
4.  $Zn + O = ZnO$
5.  $P_2 + O_5 = P_2O_5$
6.  $Fe_3 + O_4 = Fe_3O_4$

Fig. 3.



The 5th and 6th equations are perhaps too complicated for beginners to write, but the others are so simple that any child can grasp their meaning.

*Observations.*—Notice that in each of these experiments we started with a simple substance and added oxygen. When a body consists of two elements one of which is oxygen, we call it an oxide. *Queries.* Will a copper cent burn in oxygen? Will a nickel five-cent piece? Try lime, iron-rust, sand. The first two will not burn because they have not attraction enough for the oxygen.

The last three will not because they are already oxides, *i. e.*, they have already all the oxygen they can hold; their appetite for oxygen is satisfied.

I would caution all in regard to experimenting with phosphorus. It is dangerous to handle this substance since when touched dry, it inflicts a burn that eats down into the flesh and cannot be checked. The fingers should never be allowed to touch it and it must always be kept under water to prevent its bursting into flame.

When the first method of obtaining the gas is employed, it is well to have each pupil arrange his own apparatus, and then let one pupil perform one experiment while another performs a different one. When only one jar of gas is wanted, the plant may be put under an inverted jar of water and kept there until there has been given off enough oxygen to fill the jar. I have obtained a jar of the gas from a turnip plant and also from a geranium.

## School-Room Discussions.

By E. BENNETT.

(It is my practice to elicit the opinions of my pupils; they are allowed to give their own views, fearing nothing save that it may be found to be unsound. A time is taken after recess. The following discussion occurred after a boy had had an apple he was eating knocked into the mud by a bigger boy.)

I am told a very unpleasant incident occurred at recess. I don't suppose it was done intentionally. Did you think so? (*This to the boy who was eating the apple.*)

1. "Yes. I think it was done to be mean."
2. "George is apt to do such things."
3. "I wouldn't stand it if I was in Henry's place."
4. "I never saw him do such a thing before."
5. "Nor I."
6. "I saw him running toward Henry and then I saw the apple fall."

1. "Well, he might be more careful, anyway; when we are eating, no one should run around."

7. "I have had such a thing happen when I was visiting, and I knew it was an accident."

8. "I don't think the boys here do such things; I was in a school where they did."

*Teacher.*—Who here think it is a practice of the boys to knock food out of their hands on the playground? (*Three hands raised—Henry not one of them. All this time George sat silent.*) I should be sorry to think our boys were of that kind. If it can be proved of any boy I shall prevent his going out at recess. But accidents will occur. But when an accident occurs it is in good form to tender an apology.

4. "I heard George say, 'Ho, I didn't mean to do that.'"

*Teacher.*—Did you hear him, Henry?

1. "He said something or other, but he laughed too, he didn't act sorry."

*Teacher.*—That is a point; to say one is sorry is not enough. The question is, was this done accidentally? Most think it was. Henry would if George had not laughed. Perhaps he laughed accidentally; some laugh when they don't want to. I should like to hear from George.

"I didn't mean to knock his apple; didn't know he had one. I wasn't laughing at him." (*Said roughly, but evidently sincerely.*)

*Teacher.*—This is not so elegantly expressed as apologies usually are, but it seems to me to be a good one.

Let us keep up the good manners of our school. Don't let it be said we are rough, rude, and unkind here. A good many years ago there was much roughness in the school here, I have been told. But people now judge of a school by the way boys behave out of school. Let this school be noted for the kind behavior of one pupil to another.



## Grammar by Doing.—Third Week.

By G. W. ALTER.

[The work given below is taken from the picture.]

I. Choose names for the boy, dog, and girl. Form ten sentences describing the picture. Caution: See that the pupil forms only simple sentences. Choose ten new name words. Form simple sentences, using these name words as subjects.



II. Drill on the different kinds of sentences. Form an imperative sentence from picture. Form an interrogative sentence. An imperative sentence. Ex. Speak Carlo, speak. Carlo eat this. Can Carlo speak? Write a list of sentences on blackboard for drill as to kind of sentence.

III. Diagram and analyze the ten sentences describing the picture. Explain use of pronouns. Form sentences from picture, using the pronouns. I, thou or you, he, she, and it. Example: I see Mary and her dog. She loves her dog, and he trusts her. See if the pupils will consider the last a simple sentence. Make a list of pronouns used in forming the sentences.

IV. Learn meaning of the last grammatical term used. Introduction of words describing the ten new name words. Ex. Bat. Fred has a large bat. Fred's bat is on the ground. A long, large, and heavy bat belongs to Fred. Caution: Choose apt adjectives. Rule for comma.

V. Rule: All proper nouns should commence with a capital letter. Show how to diagram modifying words. Show the meaning of modified subject. Learn the meaning of adjectives. Review work. Write a short composition on the picture.

## Our Country and Its Hero.

By LETTIE STERLING.

SONG:—*O Rich and Happy Country.*

Tune:—"The Loreley."

O, rich and happy country,  
O, free and peaceful land,  
To sing of all thy glories  
Thy people gladly stand.  
The noble deeds behind us,  
The promises before,  
Make patriotic music  
Ring out from shore to shore.

We've many songs and poems  
That blessings give to thee;  
And oft have we recited  
Thy brilliant history;  
And now, with hearts rejoicing,  
We add another lay,  
It yields us sweetest pleasure  
To thus our tribute pay.

RECITATION:—*A Hero's Birthday.*

The birthday of a hero brave  
We gladly hail its light,  
His deeds upon our minds engrave  
A strong desire for right.  
We've had his influence since the years  
That we could lip his name,  
And Washington unto our ears  
A pleasant sound became.

A hero's birthday! Float the flag,  
Our sign of liberty;  
Tell every hill and vale and crag  
His leading made us free.  
The truthful lad, the dauntless youth,  
The man of earnest will,

Made courage, patience, tact, and truth  
A mission grand fulfill.

His birthday keep; his deeds recite;  
Let all his valor know;  
May memory keep them e'er in sight,  
May patriotism glow.  
O, sacred hold the rights so dear  
That loyal men have given!  
They e'er the people's hearts shall cheer  
If wrongs are backward driven.

EXERCISE FOR TEN BOYS.—(Girls could take part. They enter one by one carrying hatchets on which are pasted the letters in Washington's name. Each one recites the couplet beginning with the letter on his hatchet, and while the next boy is taking his place, holds the hatchet so the letter may be seen.)

Wonderful hatchet! Who'll find one to match it?  
All know its story. It's covered with glory.  
Shining and glowing, it's fame is still growing,  
How it inspires all noble desires!  
Influence lasting on lives it is casting,  
Nobleness teaching and truthfulness preaching,  
Giving new beauty to pathways of duty.  
That tree of cherry shall time ever bury?  
On 'twill be growing while ages are flowing,  
No tree to match it, and no other hatchet!

(After the name WASHINGTON is held in the air, one of the boys says the following verses and the whole ten act as directed.)

George took his bright new hatchet  
And felt along the edge.  
He said, "I'm sure that sharpness  
Of cutting power's a pledge."—(Boys feel along edge of hatchets.)

He hurried to the garden (Walks forward a little)  
Where standing in a row,  
Some fruit trees of his father's  
Had just begun to grow.—(Point toward the row of trees.)

His arm was lifted quickly; (Act this)  
And as it swiftly fell, (Act this)  
A cherry tree dropped over,  
Said George, "It works quite well."—(Look pleased.)

Then came an angry father  
Inquiring of his son (Five boys take the other five angrily by shoulders.)

Who had this young tree ruined,  
Who had the mischief done?

Though George was greatly frightened,  
He bravely did reply,  
"I did it with my hatchet, (Five boys show hatchet to other five.)

I cannot tell a lie.

And long as truth is honored, (Wave hatchets proudly)  
I think it's right that we  
Should proudly own the hatchet  
That cut that cherry tree.

SONG:—*Truth.*

(Tune:—"Mountain Maid's Invitation." Sung while boys again hold hatchets so the letters can be seen.)

Truth! truth! truth!  
Like a star shining bright,  
Thou art full of sparkling light,  
E'en amid error's night  
We would follow thee.  
For we know thy glowing rays  
Shine upon the safest ways,  
We will walk all our days  
Where thy light we see.

Chorus:—Paths of truth are glad and fair,  
Free from every fatal snare,  
Blossoming everywhere,  
Fresh and bright and sweet.

Truth! truth! truth!  
Thou indeed royal art;  
Blessings rich thou dost impart  
Unto each honest heart  
That doth know thee well.  
In thy service, men have found  
Peace and happiness abound;  
Wheresoe'er truth is crowned,  
Strength and courage dwell.—Chorus.

(Boys stand hatchets in some place where they show.)  
RECITATION (for girl holding flag).

Why do we love this emblem  
And hold it very dear;  
Make songs that speak its praises  
And for it loudly cheer?  
Because it is the symbol  
Of liberty and right.  
For freedom, truth and justice,  
Wave all its colors bright.  
So hearts should beat more quickly  
When "stars and stripes" we view.  
These words are fraught with meaning:  
"Our flag, red, white, and blue."

SONG.—*Flag of Our Nation.*

(Tune: "Twilight is Stealing Over the Sea.")

Flag of our nation,  
Bright, pretty flag.  
Float from the hilltop,  
Mountain, and crag;  
Wave in the school-yard  
All through the day  
Showing thy colors gay.

Chorus:—'Tis our banner beautiful and fair  
Playing with the spirits of the air;  
Bright is its beauty, bright is its fame,  
Bright is its country's name.

Flag of our nation,  
Thee do we love.  
Victory and valor  
Thou telles of,  
Kindling in bosoms  
Lofly desires.  
Rise then with trees and spires.—*Cho.*

RECITATION.—*If.*

Suppose he had told stories;  
Suppose he'd had no pluck;  
Suppose he had been idle  
And trusted things to luck;  
Suppose he had not carried  
That message through the snow;  
Suppose when war guns called him  
He had refused to go;  
Suppose he had been cruel  
And cowardly and base;  
Would every year be willing  
To give his day a place?  
But Washington resisted  
The evil round his way.  
That's why his name is honored,  
His day a holiday.

SONG.—*Praises We Give Our Hero.*

(Tune: "Work for the Night is Coming.")

Praises we give our hero  
Long shall his name be bright.  
When darkness round us deepened  
He led into light.  
Fearful the scenes he witnessed,  
Stormy the ways he passed,  
Yet marching grandly onward  
Triumph came at last.  
Think of the many burdens,  
Hardships and toils he bore;  
See pressing closely round him  
Horror of the war.  
Should we not sound his praises,  
And of his virtues tell?  
Let not a tongue be silent.  
Let the chorus swell.

RECITATION.—*Our Washington.*

We come again with cheerful lays  
A hero of the past to praise;  
His birthday we will celebrate  
Because he was both good and great.  
He was a soldier. Well he fought  
Whene'er with foes in contact brought;  
He slew the wrong; he stood for right;  
His deeds became a shining light.  
He won in wars with human foes;  
He won when pressed by hardship's woes;  
He won when 'gainst his heart and mind  
The evil forces were combined.  
We'll follow thee, our Washington,  
We'll study well what thou hast done.  
We boys and girls will never shame,  
The country blessed by thy good name.

SONG.—*Our Washington.*

(Tune: "Swing, Cradle, Swing.")

Thou art known throught the North, 1  
Our Washington; 2  
South would set thy glories forth, 3  
Our Washington. 2

Chorus:—Brave hero, brave hero, thy name shall live;  
Brave hero, brave hero, praise will we give. 4

Loved by all who're dwelling West, 5  
Our Washington; 2  
In the East thy name is blessed, 6  
Our Washington. 2—*Cho.*

Monument so high o'erhead, 7  
Our Washington; 2  
Far around thy fame hath spread, 8  
Our Washington. 2—*Cho.*

What would do thy country harm, 9  
Our Washington, 2  
Down we'll cut with strong right arm, 9  
Our Washington. 2—*Cho.*

(This last song might be sung by ten girls with the ten hatchets.)

1. All hatchets pointed north.
2. All hatchets resting on shoulder.
3. All hatchets pointed south.
4. All swing, first with right hand, then with left, overhead.
5. All hatchets pointed west.
6. All hatchets pointed east.
7. All held high up.
8. Held far out and swept around.
9. Used as if cutting down something stubborn.

## The World.

The world is well lost when the world is wrong.  
No matter how men deride you,  
For if you are patient and firm and strong,  
You will find in time (though the time be long)  
That the world wheels 'round beside you.

If you dare to sail first o'er a new thought track,  
For a while it will scourge and score you;  
Then, coming abreast with a skilful tack,  
It will clasp your hand and slap your back,  
And vow it was there before you.

The world means well, though it wander and stray  
From the straight, short cut to duty;  
So go ahead in that path, I say,  
For after a while it will come your way  
Bringing its pleasures and beauty.

—Ella Wheeler Wilcox.

## Through Train Service to Florida and the South.

The Pennsylvania Railroad Company, ever on the alert to provide whatever its patrons desire, has established for this season an unexcelled through train service to Florida and the South.

First and foremost comes "The New York and Florida Special" composed exclusively of Pullman vestibule, smoking, dining, observation, sleeping, and drawing-room cars. No extra fare will be charged on this train over and above the usual Pullman berth charges. It will leave New York, Wednesday, January 10th, and every week-day thereafter until April 10th, 1894, at 12.10 P. M., Newark 12.35 P. M., Trenton 1.35 P. M., Philadelphia 2.30 P. M., Wilmington 3.10 P. M., Baltimore 4.45 P. M., and Washington 5.55 P. M., via Richmond and the Atlantic Coast Line and Plant System, arriving at Jacksonville 5.30 P. M., and St. Augustine 7.00 P. M. the following day.

There are two additional express trains via the Atlantic Coast Line, the one leaving New York daily at 9.30 A. M., Newark 9.58 A. M., Trenton 11.08 A. M., Philadelphia 12.10 P. M., Wilmington 12.50 P. M., Baltimore 2.24 P. M., Washington 3.46 P. M., arriving Charleston 6.50 A. M., Savannah 8.23 A. M., Jacksonville 1.35 P. M., St. Augustine 3.40 P. M., and Tampa at 10.35 P. M., with buffet sleeping cars from New York to Charleston, Jacksonville, St. Augustine, and Tampa; the other leaving New York daily at 8.30 P. M., Newark 8.59 P. M., Trenton 10.15 P. M., Philadelphia 11.33 P. M., Wilmington 12.10 A. M., arriving Charleston 11.00 P. M., Thomasville 1.07 P. M., Jacksonville 8.40 A. M., St. Augustine 10.50 A. M., and Port Tampa 7.15 P. M., connecting at that point Mondays, Thursdays, and Saturdays with Plant Steamship Line for Key West and Havana, with buffet sleeping cars from New York to Richmond, Thomasville, Jacksonville, and Port Tampa. Both of these trains make direct connection, via Jacksonville, St. Augustine & Indian River Railway, to St. Augustine, Palatka, Ormond, and Rockledge (Indian River).

Two trains leave New York daily, via Washington, Richmond & Danville and Florida Central & Peninsular Railroads, the one leaving New York at 4.30 P. M., Newark 4.55 P. M., Philadelphia 6.55 P. M., Wilmington 7.41 P. M., Baltimore 9.20 P. M., Washington 10.43 P. M., arriving Columbia 12.05 P. M., Savannah 1.00 P. M., Jacksonville 9.00 P. M., and Tampa 7.30 A. M., with sleeping car from New York to Jacksonville and Tampa; the other leaving New York at 12.15 night, Philadelphia 3.50 A. M. (or 7.30 A. M., changing at Washington), Baltimore 9.42 A. M. (changing at Washington), Washington 11.01 A. M., arriving Savannah 4.30 A. M., Jacksonville 9.20 A. M., and Tampa 5.00 P. M., with sleeping car from New York to Jacksonville.

Passengers from New England can make close connections with these trains at Philadelphia and Washington by using through trains, with parlor and sleeping cars, leaving Boston, via Shore Line, at 9.00 A. M. week-days and 7.30 P. M., arriving Philadelphia 6.05 P. M. and 6.40 A. M., and Washington 9.45 P. M., and 10.42 A. M. respectively.

Every subscriber to THE JOURNAL is entitled to the COLUMBIAN ALBUM for prompt renewal or for securing new subscribers. See last week's issue. 16-page sample part 10 cents.



## Editorial Notes.

A good idea of the trend of educational thought and activity in the different parts of our great country may be formed from a careful perusal of the accounts of recent educational gatherings given in this issue. The readers of THE JOURNAL will be interested in the indications of healthful progress everywhere. Much care and labor has been spent to give reports that will place things in their true light. Newspapers seldom appreciate their pedagogical value and generally misunderstand and consequently misrepresent utterances that give glimpses of the pedagogical make-up of the speakers. THE JOURNAL's reports are specially written for its readers who represent a body of the most progressive and earnest teachers of America and know how to profit by them. The "Gems of Pedagogic Wisdom," on p. 38, and "Echoes from the Meetings," p. 52, give a collection of bright and helpful thoughts that bear directly on the theory and practice of school work.

The next issue of THE JOURNAL will contain a carefully prepared index to Volume XLVII, which closed with the number of December 30.

The movement to bring a picture of George Washington into every school-room in the land is fairly under way. THE SCHOOL JOURNAL was about the first to point out its educational value and to urge that teachers should use their efforts to help it along. *The Youth's Companion* is now pushing it vigorously. When will editors of the many other educational journals awake to help stir up the teachers to an appreciation of its importance. Some of them might leave out for once that Smith has married, that John Brown gets \$10 a week, that it looked like rain on Dec. 5, etc., and there would be sufficient space to explain matters in a way that would warm up the hearts of teachers. In Germany, even, a teachers' journal, the *Deutsche Lehrerzeitung*, has called attention to the fact that "All American schools are to have a picture of George Washington in every class-room." Now that Washington's birthday is approaching is a favorable time to act.

The hope expressed in last week's JOURNAL that the unfounded charge against Dr. J. M. Rice made in the December *Educational Review* would be withdrawn is fulfilled in the January number. In the withdrawal, it is suggested that "it will be readily admitted" that it was not "unnatural" to infer that since Dr. Rice was voted for by the school board of Worcester he must have decried the schools of that city to bring about such a result! Did he decry the schools of Worcester? If so is it a way the school boards have to vote for such a man? We cannot readily admit it.

The *Educational Journal* of Toronto for Dec. 15 is a large and handsome number. We always value this paper for the soundness of its doctrines and the care in its editing.

Some teachers give our agents as a reason for not subscribing to THE SCHOOL JOURNAL that they have "no time" to read a "weekly" publication. What would they say if they should be asked to take an educational daily? German teachers are known to be the busiest on earth; they have the longest school hours, corrections of written work to make at home, most careful reports of their pupils' standing to work out, and have less vacation and attend more pedagogic conferences than their American colleagues, not counting that on an average they devote also more time to psychological and pedagogical studies. Still a large number of them are subscribers to the *Deutsche Lehrerzeitung*, a daily educational journal. They take it because it aids them in their work and keeps them informed regarding important educational happenings. Is not that exactly what THE JOURNAL does also? Why then speak of having too little time to read a weekly school journal.

The esteemed *Missouri Teacher* spent some of its valuable space and breath on THE SCHOOL JOURNAL last November. Thanks for its good (!) wishes. Editor Scottin must come on here and have the pleasure of a personal acquaintance. THE JOURNAL is indeed "the best educational paper in the world," as his types have well stated it. But his paper is only a little way behind.

The Catholics have planned for a great summer school at Plattsburg. The prospectus of last summer is a very attractive one. Nearly every railroad gives them one and one-third rates.

The true educator is not a man "for sale." If he has found a place congenial to him, one that he feels particularly needs his services and pays him a salary sufficiently large to make his living, he does not change it for another for a mere money consideration. President Andrews, of Brown university, has set an example that illustrates this point. He has repeatedly received flattering and tempting offers from Dr. Harper, of Chicago university. When the first offer came from Chicago the corporation of Brown university voted to add the sum of \$1,500 annually to his salary in the hope of overcoming the financial difference

between the two positions. Dr. Andrews did not go to Chicago, but that this money consideration had very little to do with his decision is clear from the fact that when, towards the end of the year, it was found that retrenchment was necessary in order to meet the necessary expenses, Dr. Andrews refused to accept the \$1,500 which had been added to his salary. The corporation insisted that he should accept it, but the president, absolutely refused, saying that if there was to be a reduction in expenses he should bear his share of it.

It had been often written in THE JOURNAL that a day of reckoning would surely come, that the parents or some newspaper would expose the inefficiency of the method of administering our school system. A certain newspaper in this city did undertake to show what was being done, but the report was merely a new college graduate and wholly unable to comprehend the matter. In 1892 *The Forum* sent Dr. J. M. Rice to make a critical examination of the schools of most of the cities in the northern belt of states; the publication of his reports created a genuine sensation; the day of reckoning had at last come. These articles have been published in a book by the Century Company and there is to be a great sale of it.

Now it is not a pleasant thing to say to a teacher in the cities of New York, Philadelphia, Buffalo, Cincinnati, St. Louis, etc., "Your work is unscientific; you do not proceed according to the laws of mental growth; your results are meager." For these men and women must be credited as being educated persons and as really desiring the progress of their pupils, and as employing their best efforts. But educated men and women may be in the teacher's place hard at work too and yet no true education come to the child. Before Horace Mann began his great work this state of things existed; what hostility it stirred up among the teachers! It was not the teachers who asked for normal schools—they opposed them; in New York state, tooth and nail.

Dr. Rice did not "pat any one on the back;" he visited schools and made shorthand notes and gave, in many instances, illustrations of methods employed and put down his opinions as to the rank of the school. Now, for unexplained reasons, certain schools have been supposed to rank high. For example Dr. William T. Harris is a well known scholar; the schools of St. Louis (where he formerly superintended) were supposed by other teachers to employ the best methods; in general, if the city had an able man as superintendent his school board and other superintendents concluded the work was being carried on in an efficient manner. But does this follow? Some of the worst schools have been presided over by principals of splendid minds.

Three things it least must exist to have good schools; first, the superintendent must understand education and be able to impress his convictions upon his teacher. (Think here of Pestalozzi—he had convictions and could impress them; but no school board in America would employ Pestalozzi to-day.) Second, the school board must appoint no teacher for political purposes; they must be appointed solely because they possess teaching powers. Third, both teachers and superintendent must make a constant study of the subject of education; the latter understanding that educational results, not memory results, are to be sought for.

Now it must be remembered that the school systems in our various cities are built on a political foundation—that is, the schools are looked on as furnishing places for needy ones to draw salaries; true, a license is needed, but the questioning is not severe; and besides in some cities (Buffalo, for example) the same man examines and appoints! Then, in many cases, the superintendent gets his place by political influence. If not, the school board is satisfied if he is a man of good repute and scholarship. So that the results of our grand system cannot be what are so fondly hoped for. And yet there are so many conscientious people at work that it pains them to be told the results are not what they might be.

In Cleveland it was felt no way out existed but dictatorship; a man of unlimited authority was chosen; he in turn sought out the man he believed best understood education; he set to work to have the teachers study education and abolished the marking system; that is, gave them freedom to educate. Some such plan will have to be adopted in every city. Meanwhile, if the schools are to be measured up by an ideal standard, painful as it is to say it, the results are not at all what they should be.

Whether Dr. Rice has a just standard in his mind will not be credited by any assertion made here or elsewhere; the reading of his book will disclose his competency. If he has not been able to show the defects in the administration of our schools it is not because they do not exist. Can a system in which ability to teach is not made the first and only requisites in an applicant for a place be anything but defective? Can a system where the superintendent has not deeply considered education in its practical as well as its theoretical aspects be without serious defects? Can a system where the teachers are not earnest students of child nature be without defects? Can a system where members of the board of education do not know a good school from a poor one be without defects?

So that this work of Dr. Rice's must be looked at as a Godsend to the children if not to the school system.

The Georgia Teachers' Association will meet in its permanent home on Cumberland island, the first week in July. W. H. Woodall, of Columbus, is president, Supt. J. S. Stewart, Jr., Marietta, secretary, and E. Merry, Atlanta, treasurer.

President Harper announced at the recent winter convocation of the University of Chicago that John D. Rockefeller had sent to the college \$50,000 cash for books and equipment. Mr. Rockefeller has already given the institution about \$3,500,000.

The Archbishop of Canterbury has to have an educational policy. (It will be remembered that the English at last are coming to have a general tax to support the schools.) He says, "We must have church school boards," meaning Episcopal school boards. The school question is with him a church question. Time will cut our benighted brethren loose from their tradition.

Dr. Rein's pedagogical university seminar at Jena is attracting many teachers from foreign countries. Among those enrolled for the present semester are ten Bulgarians who are studying at the expense of their government. They are to receive positions in institutions for the training of teachers when they return to their country. The French government sends every year a candidate for a normal school position to attend the seminar and model school. One of the inspectors-general of the schools of France, M. G. Jost, of Paris, visited the seminar a few weeks ago.

Eton college, England's renowned institution, recently celebrated, with much rejoicing, the 452d anniversary of its foundation. It owes its origin to King Henry VI, who provided from his own purse the funds for the erection of the buildings, endowed the school, framed a charter for it, and, in order that it should not lack scholars, caused thirty-five of the Winchester boys to be transferred to Eton. The college buildings, which were erected in 1440, are still in a wonderful state of preservation.

Friends of Prof. Swithin C. Shortlidge, of Media, Pa., who recently shot and killed his wife in a fit of insanity brought on by la grippe, have asked for the appointment of a competent commission to examine into the unfortunate man's mental condition. Prof. Shortlidge's mental unsoundness appears to increase. It is said that he raves in his cell, tears at the bars of the door, and keeps up a crying and moaning that is piteous to hear. A constant guard is kept over him to prevent him from doing himself any harm.

Germany has presented to New York a portion of her educational exhibit which was at the World's fair. The exhibit comprises samples of the work of the German schools, from the primary department to the collegiate course. It is expected to arrive in Albany this week. The states of Pennsylvania and Wisconsin were also remembered by the German empire, and will come in for a portion of the educational exhibit. The portion which New York will get will be placed on the fifth floor of the Capitol among the other exhibits of the permanent museum, for which an appropriation is expected from the legislature.

Prin. Demarest, of the Westwood, N. J., school, saved last week a seven-year-old girl from a terrible death. The little one's apron had in some way caught fire and blazed up. The other children of the school became wildly excited and ran screaming to the door, not one of them offering to assist the child who endeavored to beat out the flames with her little hands. She called for Prin. Demarest. He rushed into the room, seized the terrified little child in his arms and, laying her on the floor, rolled her over and over, beating out the flames with his bare hands. The left side of the child's face was burned, and her hair and eyebrows were singed off. Prin. Demarest took her to his home, where she received proper attention. He himself was severely burned on both hands.

Governor Flower's annual message to the New York legislature gives a gratifying report of progress in common school matters. It states that the number of children attending the common schools during the year 1893 was 1,083,228, an increase of 10,135 over the previous year. The number of children of school age was 1,892,388, showing that 809,160 children, nearly half the children of school age, were educated in private or parochial schools, or were not in school at all. The total amount expended for public schools during the year was \$21,901,678.72, an increase of \$767,162.98 over the amount expended in the previous year. The larger part of this sum of course was raised by local taxation. The governor renews previous recommendations for encouraging by all proper means the efficiency of the common school system. "Our free schools," he concludes, "should be the first care of the state, and the object of wise and liberal legislation."

Within a few days fire has destroyed a part of the magnificent oblong of buildings of the Great Fair. Soon there will be nothing left but a memory and the pictures. Our COLUMBIAN ALBUM is the finest of them. Copies of photographs the same size would cost at least \$1.25, yet these 160 views are about as perfect as the best photographs and far more permanent. Send 10c. stamps for 16-page part as sample.

Miss Elizabeth Palmer Peabody, to whom more than to any other is due the honor of having disseminated the Froebelian ideas in this country and whose energetic missionary work led to the foundation of American kindergartens, died last week Wednesday at her home in Jamaica Plain, near Boston. She was born in Billerica, Mass., May 16, 1804. Her sister Sophie married Nathaniel Hawthorne, and her sister Mary was the wife of Horace Mann.

In 1859, Miss Peabody opened the first kindergarten in Boston. Eight years later she went to Europe to make a close study of the application of the Froebelian plan of infant education. After passing a year at Hamburg, Lausanne, Berlin, and Dresden, she returned home and started on a lecture tour through the large cities of the country arousing the people to an appreciation of the value of kindergartens. She also published a small paper, the *Kindergarten Messenger*.

In 1877, Miss Peabody organized the American Froebel Union for the education of children according to the plan of the founder of the kindergarten. In 1872, Miss Boelte, now Mrs. Kraus-Boelte came from Germany to this city at the solicitation of Miss Peabody, and founded the first kindergarten training school in New York.

If Miss Peabody could have written her reminiscences, they would have made an interesting chapter of personal history. Emerson, Parker, Longfellow, Channing, Thoreau, the Alcotts, Margaret Fuller, and a host of other famous people were her personal friends.

### New York City.

A lecture on color by Mr. Milton Bradley will be given in the hall of the New York City Normal College on Saturday Jan. 20, at 10:30 A.M., under the auspices of the Kindergarten Union. Teachers interested are cordially invited to be present.

A police justice recently took occasion to denounce the institutions which refuse to admit orphans or children of destitute parents unless committed by a magistrate, in which case they receive \$2 a week from the city for each child committed. Such a state of affairs is disgraceful. The so-called charitable institutions that refuse aid to friendless and penniless children should be exposed.

President Adolph L. Sanger, of the New York city board of education, died from pneumonia, January 3, at the age of fifty-one. He was born in Baton Rouge, La., was graduated from the Columbia college law school in 1864, and has been serving on the board of education since 1887. The schools paid a tribute to his memory.

Pres. Sanger's death will cause some changes in the board. Mr. Charles H. Knox has been chosen to succeed him as president.

### Leading Events of the Week.

After considerable delay the Wilson tariff bill was taken up in the house. Chairman Wilson, of the ways and means committee, made a long speech in favor of tariff reduction. He said that, granting the necessity of protection only so much was necessary as would cover the difference between the cost of labor here and in Europe. Under our present tariff laws that amount of tariff is exceeded three or four times over. He spoke of the need of freeing wool, lumber, coal, and iron from taxation in order that our manufacturers may compete with foreigners.—A fire broke out in the exhibition buildings at Jackson park, Chicago. The Mechanics and Manufacturers building, Casino and Music Hall, Court of Honor, and other buildings were burned. Five hundred thousand dollars worth of foreign exhibits were destroyed.—The insurgent troops were defeated in a battle with Brazilian government forces at Rio Negro in the State of Santa Catharina.—The weather in Europe was very severe. In some places it was colder than it had been in a century.—British forces in South Africa have not succeeded in capturing Lobengula.—Colorado is fast recovering from the silver depression. There is great interest taken just now in gold mining.—Sicily is fairly in revolution, and the peril of constitutional government in Italy is very grave.

### First Tour to Florida via Pennsylvania Railroad.

This year's series of Pennsylvania Railroad tours to the land of sunshine and flowers will be inaugurated on January 30th, when a luxurious special train, composed entirely of Pullman sleeping and dining cars, will leave New York at 9:30. Trenton 11:08 A. M., Philadelphia 12:10 Wilmington 12:50 P. M., and thence via the most direct route to the destination point—Jacksonville. At this latter place the tourists are left to follow their own inclination as to where they shall spend the two weeks allotted to them. The great number of side trips that are available renders a selection from which a choice may be made to suit the desires of the most exacting. The unsurpassed climate according with the cloudless, azure-blue sky throughout the immense confines of the state, and the healthful effects to be enjoyed by a sojourn within its borders are sure to be appreciated by the strong as well as the feeble, in whatever direction they are prompted.

\$50 from New York, \$48 from Philadelphia, and proportionate rates from intermediate or contiguous points within a generous radius are made on the most liberal basis, and include railroad fare, sleeping accommodations, and meals en route in both directions while on the special train.

The remaining dates of the series are February 13th and 27th, and March 13th and 27th.

Catarrh indicates impure blood. To cure it take Hood's Sarsaparilla. Try it this season.



### High School Studies.

A committee of ten was appointed at the meeting of the National Educational Association held in July, 1892, in Saratoga to consider the question of high school studies. It organized ten conferences of ten members each. A list of eleven questions was adopted as a guide for the discussions. The conferences were held on December 28, 1892, each in a different city. Each of the ten conferences has prepared elaborate reports and recommendations. These have been made public recently by U. S. Commissioner Harris.

One conference recommends that the study of Latin be introduced into American schools earlier than it now is, and that translation at sight form a part of the examinations for admission to college. They also urge that practice in writing Latin should not be dissociated from practice in reading and translating; but, on the contrary, that the two should be carried on with equal steps. The conference desires the schools to adopt a greater variety of Latin authors for beginners. Strong reasons are brought against the exclusive use of Cæsar's Gallic War.

The conference on Greek also recommends the cultivation of reading at sight in schools, and that practice in translation should be continued throughout the school course. Three years should be the minimum time for the study of Greek provided that Latin is studied four years. They would not have a pupil begin the study of Greek without a knowledge of the elements of Latin. The substitution of portions of the Hellenica for two books of the Anabasis in the requirements for admission to college is recommended, also the use of some narrative portions of Thucydides. Homer, they say, should continue to be studied and they suggest that the Odyssey is to be preferred to the Iliad.

A third conference suggests that English should be pursued in the high school during the entire course of four years. This is meant to include both study of literature and training in the expression of thought. To the study of rhetoric they assign one hour a week in the third year of the high school course, to historical and systematic grammar, one hour a week in the fourth year. They say that the best results in the teaching of English in high schools cannot be secured without the aid given by the study of some other language, and that Latin and German, by reason of their fuller inflectional system, are especially suited to this end. The study of words should be so pursued as to illustrate the political, social, intellectual, and religious development of the English race. It is further urged that the admission of a student to college should be made to depend largely on his ability to write good English. The idea is advanced that the study of every other subject should contribute to the pupil's training in English.

The conference on modern languages recommends that an elective course in German or French be provided in the grammar schools, the instruction to be open to children at about ten years of age. This recommendation is made "in the firm belief that the educational effects of modern language study will be of immense benefit to all who are able to pursue it under proper guidance." It is admitted that the study of Latin presents the same advantages; but living languages they say seem better adapted to grammar school work. They insist that all pupils of the same intelligence and the same degree of maturity should receive equal instruction, no matter whether they are subsequently to enter a college or a scientific school, or intend to pursue their studies no farther. Finally, they declare that the worst obstacle to modern language study is the lack of properly equipped instructors; and that it is the duty of universities, states, and cities to provide opportunities for their special preparation.

The conference on mathematics is convinced that a radical change in the teaching of arithmetic is necessary. They recommend that the course in arithmetic should be at once abridged by omitting entirely those subjects which perplex and exhaust the pupil without affording any really valuable mental discipline. It should also be enriched by a greater number of exercises in simple calculation, and in the solution of concrete problems. They map out a course in arithmetic which in their judgment should begin about the age of six years, and be completed at about thirteen.

A course of instruction in concrete geometry with numerous exercises is recommended for introduction into the grammar schools, and this instruction should, during the earlier years, be given in connection with drawing. The study of systematic algebra is to begin at the age of fourteen.

The conference on the subjects of physics, chemistry, and astronomy decided upon the plan that THE JOURNAL has urged for years, namely, that the study of simple, natural phenomena should be introduced into elementary schools. It is recommended that at least one period a day from the first year of the primary school should be given to such study. This study should be pursued chiefly, though not exclusively, by means of experiments by practice in the use of simple instruments for making physical measurements. The strong point of the report is that it urges the importance of making *sense-perception* the basis of the study of things and phenomena. It emphasizes the necessity of a large proportion of laboratory work in the study of physics and

chemistry, and advocates the keeping of laboratory note-books by the pupils, and the use of such note-books as part of the test for admission to college.

The conference on natural history also makes important recommendations that are of great value for the primary teacher, saying that the study of botany and zoology ought to be introduced *at the very beginning of the common school course*, and be pursued steadily, with not less than two periods a week throughout the whole course below the high school. Another recommendation that THE JOURNAL heartily endorses, is that in the early lessons in natural science no text-book should be used, but that the study should constantly be associated with the study of literature, language, and drawing. It is agreed that the study of physiology should be postponed to the later years of the high school course. This is certainly a mistake. Physiology bears a good long study from the first year in the primary to the last in the high school; at least, that is THE JOURNAL'S position. In the high school some branch of natural history proper is to be pursued every day throughout at least one year.

The conference on history, civil government, etc., recommend that much more time ought to be devoted to history and the allied subjects. The teaching of history should be intimately connected with the teaching of English. It should also be associated with the study of topography and political geography, and should be supplemented by the study of historical and commercial geography, and the drawing of historical maps. It is suggested that historical works should be used for reading in schools, and that subjects of English composition should be drawn from the lessons in history. Historical poems are to be committed to memory, and the reading of biographies and historical novels encouraged. In their opinion political economy should not be taught in secondary schools, but they urge that, in connection with United States history, civil government, and commercial geography, instruction should be given in the most important economic topics.

The conference reporting on geography is wholly dissatisfied with the prevailing methods. The definition of geography is sound. It embraces not only a "description of the surface of the earth," but also the elements of botany, zoology, astronomy, and meteorology, as well as many considerations pertaining to commerce, government, and ethnology. "The physical environment of man" has been suggested by a writer as best expressing the conference's conception of geography.

### Washington, D. C. I.

[SPECIAL CORRESPONDENCE.]

The public schools of Washington are in several respects unique. While every city of its size in the country has a school population more or less cosmopolitan, the different elements of the population of the nation's metropolis represent a higher grade of culture, relatively, than elsewhere. Large numbers of representative people in the employment of the government, members of Congress, etc., educate their children in these schools. It is probable that every state and territory of the Union is thus represented by the children of families of unusual intelligence and social position. This feature alone gives to the schools an important position in their relation to all portions of the country. Especially to the South they stand in the relation of model schools and are probably visited from these states more than the schools of all other Northern cities.

Another interesting feature is the system of colored schools, organized separately from those of the white pupils, under a special superintendency, containing nearly 16,000 pupils—34% of the entire school population. The organization of these schools, course of study, and salaries of teachers are the same as in the schools of the white pupils. Their superintendent, Mr. G. F. T. Cook, is the son of a father who, for many years, was the foremost instructor of the free colored people in the district. The supervising principals and principals of the high and normal schools are not excelled by any teachers of their race in the country. There is no place where the education of the colored race in a thorough system of common schools can be studied to greater advantage.

From the small beginnings of a generation ago, the schools of Washington have steadily grown until they now contain 42,000 pupils, 935 teachers, occupying 107 school buildings. The system is worked at an annual cost of \$854,000 a year, and at a cost per pupil of \$24 annually; the District of Columbia ranking as seventh of the eight leading cities of the East. The cost of their maintenance is equally divided between the nation and the district.

The Washington schools are under the general superintendency of Mr. Powell, with Mr. Cook practically in an independent superintendency of the colored department, all under the general legislative direction of a board of eight trustees, appointed by the commissioners of the district. The report for 1892-93, just issued, is a very instructive document.

# Teachers' Association Meetings.

## Michigan.

### County Commissioners.

The county commissioners were in session at Lansing, Dec. 26. President Enoch Andrus, of Hastings, had chosen for the subject of his annual address, "The need of better facilities for the professional training of teachers for our common schools." He handled it in a way so earnest and stirring that his hearers were deeply impressed with the momentousness of the need of entering upon an aggressive campaign for the professionalizing of teaching. In the pedagogical pages and under "Echoes from the Meetings," THE JOURNAL gives a few of his timely and forcible statements. Would that Commissioner Andrus' conviction could be implanted in the heart of every school officer in the land.

The president's address was followed by several papers on topics of special interest to the assembly. Michigan has reason to be proud of her state superintendent and school commissioners. They are a body of earnest and progressive educators.

### The Teachers.

The State Association's meeting, at Lansing, Dec. 26-7-8, was the largest ever held in Michigan. The teachers had turned out in large numbers almost to a last one as it seemed. Such a showing speaks well for their earnestness to advance in the science and art of school work.

President Cheever called the meeting to order. After a cordial address of welcome by the mayor of Lansing, followed by a happy response of Supt. F. E. Converse, of Pontiac, the president's annual address was listened to. The central thought was: "One of the most essential and mightiest of all facts growing out of the teaching of our educational literature, one is not slow to discover. It is a fact employed by educational writers, and ought to be emphasized till it shines with a splendor almost dazzling to one's faculties, that the central fact of our entire educational system is personal, not a theory or a code. The teacher, then, is the fountain idea from which the pupil's ideas must emanate." The admirable address stirred the hearts of the vast assembly and gave a new stimulus to their love in the work for the education of the sons and daughters of Michigan.

Dr. Boone, the popular president of the state normal school, presented a strong paper on "General Culture as an Element in Professional Training." An abstract is given on page 39 of this issue.

"Unification of Studies" was the subject of discussion in the primary section. More real benefit was derived from it than could have been from any other. It is the most timely question of the day. The teachers felt that there can be no education without co-ordination and concentration in the treatment of the studies. The way they participated in the discussion showed that they had caught the spirit of Herbart's demand for teaching, that educates, *i. e.*, contributes to the formation of a moral character. "The Various Bases of Unification" was considered as a part of the topic and brought out the teachers that had given thought to the application of educational foundation principles.

At the meeting of the *College Section*, papers were read by Prof. Smith Burnham, of Albion college, and by Prof. I. N. Demmon, of the state university. The subject of college athletics was handled in a way that will meet with the approval of humanitarians. While the members were unanimous in their opinion that athletics were beneficial, yet the sentiment was equally as strong that of late years football especially was attended by too much brutality, gambling, drunkenness, and kindred vices, which should be eliminated, or the sport suppressed entirely. Good! President Fiske, of Albion, was chosen to arrange for the appointment of a committee from each college to consist of one member of the faculty and one student, the latter to be chosen by the students to consider the entire matter of athletics, and as soon as practicable formulate a plan for regulating and keeping them within proper limits. This is certainly an excellent plan.

A special treat was provided for the teachers by Supt. A. S. Draper, of Cleveland, Ohio, who spoke on "The Spirit of the Teacher." He gave a suggestive analysis of the ingredients of such a spirit and showed that the progress of the school depends entirely on the teacher's attitude to his pupils and his work. There must be, he said, genuine kindness on the part of the teacher in order to draw out the pupil. The age of fear and the literal meaning of "the rod" has gone, and the determined discipline must be tempered with love and kindness. An essential attribute is also the proper training of the teacher. No teacher has a right to attempt the training of children when not properly trained himself. There is too much ponderosity administered with solemnity in our schools, and many teachers mistake "dyspepsy" for principle. Supt. Draper laid particular stress on the duty of cultivating the characters of the pupils. The schools are to teach not only those things found commonly in books, but

morals, manners, order, discipline, and patriotism, "those things which go to make the full-rounded man and woman."

It is not often that the customary "resolutions" are worth mentioning, but some of those adopted by this meeting of the association are out of the ordinary run and as expressions of a body of progressive teachers may interest the thousands that read THE JOURNAL.

The association strongly endorsed the aggressiveness of State Supt. Pattengill in suggesting ways and means by which the public schools may be made more efficient, particularly in regard to the changes proposed in the examination of teachers, the establishment of township and county rallies, the effort to put a library into every school-house of the state, and in his earnest efforts to secure effective legislation in regard to general school interests.

Recognizing the needs of professional instruction and general culture by the 15,000 teachers of Michigan, it was recommended that steps be taken at once to provide additional facilities for such instruction, and that the legislature be urged to establish at least one more normal school.

The action of the college section in taking a practical step toward the suppression of the objectionable features of inter-collegiate sports, especially pertaining to the matter of base-ball and foot-ball was approved.

It was suggested that in future, papers should be limited to twenty minutes and discussions to ten minutes.

Kind wishes were extended to the retiring president in his new field of labor. He has been a source of inspiration to the teachers and pupils of the state. Regret was expressed that he has severed his connection with the schools of Michigan.

The following were elected officers of the association for the ensuing year: President, Supt. C. T. Grawn, of Traverse City; vice presidents, Prof. A. Lodeman, of Ypsilanti, and Supt. N. A. Richards, of Greenville; secretary, Supt. F. R. Hathaway, of Hudson; treasurer, Supt. T. L. Evans, of Jackson.

## Ohio.

Educationally, holiday week was a busy one at Columbus. The State Association of School Examiners held its regular annual session there. The regular semi-annual state examination of applicants for life certificates took place. The township superintendents had their first state association session. The Franklin county teachers' institute held its annual session, and other educational bodies were in session.

In the examiners' association meeting, about fifty of the eighty-eight counties were represented. The educational spirit of the various counties can be judged pretty well by the activity and interest of their boards of examiners. It is very gratifying to report the wonderful strides education has taken in this state within the last two or three years. Much of this can be attributed directly to the untiring energy of Hon. O. T. Corson, state school commissioner.

Supt. H. M. Parker, of Elyria, presided at the examiners' meeting, and Supt. Pfeiffer was secretary. On the question "What change should be made in the law respecting the appointment of school examiners?" a lively discussion followed. Many expressed the opinion that the appointing power should not lie with the probate judge of each county, as at present. Some advanced the idea that examiners should be appointed by the state school commissioner upon the recommendation of the county institutes or the recommendation of those who hold five-year certificates or life certificates. The state commissioner believed the law should be amended so that the appointment should be made upon the recommendation of the probate judge, but that only those who hold five-year certificates or life certificates should be eligible to appointment; that the probate judge should recommend some person eligible, and that if such person recommended prove upon examination to be eligible, the school commissioner should appoint him. But if the probate judge should refuse to recommend a person eligible under the law, the commissioner should appoint some one. A resolution recommending the appointment of school examiners by the state school commissioner upon the recommendation of those of a county who hold professional certificates, was tabled.

The "Beebe Law," providing for uniform examination of teachers, was not supported by the association. It was decided that county examiners should not be allowed, even under the pretended authority of a school board, to conduct anything in the nature of a normal school. Upon the question, "How may we broaden Teachers by Means of our Examinations?" a committee reported that examinations should always contain a few questions beyond the scope of the ordinary text book, questions on literature, current events, and general information; and that the most satisfactory method of examining in theory and



practice is to base the examination largely upon a course of reading adopted by the board of examiners, and that such recommended reading should be equivalent to theory and practice prescribed in the Ohio Teachers' Reading Circle, or its equivalent.

The subject "Should our Law be so Amended as to Allow Free Text-Books?" started a lively discussion. A resolution to recommend that a free text-book law be passed, was lost. A resolution to give boards local option on the subject of free text-books was endorsed. On the whole the free text-book idea was sustained.

### New York.

#### Academic Principals.

The ninth annual conference of the A. A. P., held at Syracuse, December 27 and 28, was more largely attended than it has been for years. Fully 200 academies and normal schools were represented. President Thomas B. Lovell, of Suspension Bridge, delivered the opening address. The topics discussed were: 1. "Is it Desirable that Greek be Dropped Entirely as a Requirement for Admission to College?" 2. "Aims and Methods of Teaching English Literature." 3. "Aims and Methods of Teaching United States History." 4. "The Doctrine of Apperception and its Present Development in Concentration and Co-ordination of Studies." 5. "What Changes, if any, should we Recommend in the Regents' Examination?"

When the fourth topic came up for discussion there were calls for a clean cut definition of the terms "apperception" and "co-ordination of studies." Everybody seemed to know what was meant by "concentration;" at least no one asked for an explanation, neither did any one deem it necessary to say anything about it. Supt. Henry B. Emerson, of Buffalo, came to the rescue, and gave a short talk on apperception. It seems that the academic principals are not all "up" in modern psychology.

The election of officers passed more smoothly. The following were chosen for the ensuing year: For president, Henry White Callahan, Kingston; for vice-pres., John G. Allen, Rochester; for secretary and treasurer, Dwight Ames, Deposit.

#### Grammar School Principals.

The New York State Council of Grammar School Principals is the name of a new association that held its first meeting at Syracuse, Dec. 27 and 28. Prin. G. H. Walden, of Rochester, presided. Supt. A. B. Blodgett welcomed the principals. Addresses were made by Prin. N. P. Browning (Buffalo), James H. Bothwell, (Syracuse), E. L. Lautmann (Binghamton), and W. H. Benedict (Elmira).

Prin. R. J. Rounds, of Elmira, opened the discussion of the grammar school curriculum question; Supt. Henry P. Emerson, of Buffalo, being present, he was called upon to take part. He urged the need of reducing the number of studies and favored the adoption of a more concentric plan of work.

The most important topic of the second day's session was the kindergarten question. The teachers coming from Albany, Buffalo, and Binghamton, where kindergartens are public institutions, spoke highly in favor of hastening their introduction in the common school systems of all cities. The speakers who took a prominent part were Prins. Chas. E. White, B. M. Watson, and J. D. Wilson, of Syracuse; Prins. D. E. Batcheller and Miss Emily J. Hawkins, Buffalo; Prins. Levi Cass and J. L. Bothwell, Albany; and Prin. W. H. Benedict, Elmira. Dr. J. W. Milne, of the Oneonta normal school, and Prof. C. B. Skinner, who represented the state department of public instruction, gave words of encouragement and advice.

Prin. John D. Wilson, Syracuse, was elected president; Prins. N. P. Browning, Buffalo, and R. J. Rounds, Elmira, vice-presidents; Prin. H. G. Barrett, Syracuse, corresponding secretary; and Prin. M. V. May, Rochester, recording secretary and treasurer.

### Kansas.

The meeting was held at Topeka, Dec. 26-28; was called to order by Prin. J. E. Klock, of Leavenworth. After the opening exercises, which consisted in a prayer led by Rev. S. B. Alderson and addresses by Editor John MacDonald, of the *Western School Journal*, Topeka, and Miss Florence Reisoner, of Leavenworth. President Geo. W. Winans addressed the teachers, choosing for his subject, "What Hinders the Boy?" His earnest words on the responsibility of the teachers as regards the up-building of their pupils' characters will not be forgotten by those who heard them.

Rev. D. C. Milner urged the teachers to awaken a temperance sentiment in their schools. Pres. C. A. Swenson, of Bethany college, Lindsborg, read a paper on "Common Sense in Education." In a paper on "What is Wrong with the Kansas Boy?" Prin. J. A. Orr, of Howard, said that the Kansas boy was not getting as good an education, as a rule, as the girls and gave reasons for it. Supt. J. E. Cook, of Oskaloosa, did not believe in blaming the teachers alone for this deplorable condition; the parents, churches, and the people in general should be censured also.

Supt. B. F. Nihart's (of Herrington) paper concerning a model

primary department in the county normal stirred up a lively discussion. The institute course of study was criticised because it gave so much time to academic work that there was hardly a chance for the discussion of methods. He would have a model class of forty-five first and second reader pupils in charge of a specialist conducted in connection with the institute. Supt. Mrs. Fannie Reid-Slusser, of Kansas City, deplored the fact that the majority of normalites spent the most of their time in cramming for the examination and could not find time to attend the model class. Miss Ada Fulcher, of Topeka, and Prin. A. B. Carroll, of Salina, spoke in favor of model classes. Supt. D. F. Shirk, of Dickinson, said that the teachers of his county were worth 50 per cent. more this year than last because of the introduction of a model department in the institute.

Prin. Wm. M. Jay, of Manhattan, read the report of Supt. Wooster, who was in charge of the educational exhibit at Chicago. Pres. A. R. Taylor, of the Kansas state normal at Emporia, read a paper written by Mr. C. M. Light, of New York, who succeeded Supt. Wooster, Sept. 1. It gave a description and comparison of the World's fair educational exhibits of all the nations represented. Supt. Wooster is now a member of the faculty of the state normal school at Mayville, N. D., and Supt. Light is a student in the New York school of pedagogy.

Supt. Mrs. Clara H. Hazelrigg, of El Dorado, read a paper on "Literature in the District Schools." She suggested that at least Scott's "Lady of the Lake" and Longfellow's "Evangeline" should be read and explained. Supt. Miss Frances E. Katner, of Troy, urged the teaching of literature as an ennobling study. Supt. Irwin Stanley, of Beloit, believed that if we could interest the pupils in good literature the "Kansas boy" could be saved.

Prin. J. C. Ruppenthal, of Lucas, took up the subject, "What Can be Done to Improve our Village School?" Among other suggestions he pointed out the value of "educational columns" in the daily papers as means of awaking a healthy educational interest in the community and urged teachers to try the plan. Supt. H. M. Cutter, of Norton, deplored the fact that so many boys dropped out in spring and never finished the course. "We need," he said, "more men like Thomas Arnold, who when he talked to boys could put new life and energy into them and make a man of them." Prof. Cook, of Oskaloosa, believed that most village schools "bit off more than they could chew."

The subjects of the papers presented at the evening session on the second day were: "Education of the Past," by Prin. T. W. Conway, of Arkansas City; "Education of the Present," by A. R. Taylor; and "Education of the Future," by Pres. W. A. Quayle, of Baker university. Prin. T. W. Conway gave a most interesting outline of the historical development of education, from Greece and Rome down to the present. He was rewarded with a round of applause. The teachers evidently had long been wishing for a discussion of some such subject. Pres. Taylor's paper was strong in historical references. He gave valuable statistics showing the progress education has made within the past forty years. "The average school," he said, "is far better governed than the average home." He closed with an outline of the present status of education in foreign countries. Pres. W. A. Quayle is a firm believer in the need of psychological study for teachers and gave some valuable suggestions as to what should be the aims of the school.

The primary and kindergarten department discussed practical questions. Mrs. M. C. Price presided. Miss Kate L. Smick, of Wamego, read a paper on "Primary Methods." For the teaching of reading she recommended the synthetic phonic method. Miss Harriet McCoy, of Topeka, and Miss Schultz, of Wichita, gave their experiences in primary work. Miss Laura Ehrenfelt, of Holton, spoke on "Writing in the Primary Grades." She finds that tracing gives good results, if not carried too far. Prof. Kendrick favored writing in time, "musical time." A fine paper having as its subject, "The Veil is Lifting" was presented by Miss Mary E. Rowe, of Wichita.

The common and graded school department discussed papers on "Literature Below the High School. Why? How?" by Miss Maggie A. Mack, Council Grove; "A Few Mistakes," by Prin. A. T. Biggs, Lincoln; and "The County High School," by Supt. D. F. Shirk, Abilene. Prin. B. B. Breese, of Halstead, presided.

The college and high school sections listened to a paper by Supt. Frank P. Smith, of Ottawa, on "The Letter Killeth but the Spirit Maketh Alive."

The county superintendents held several meetings. The following papers were read: "True Estimate of a Teacher's Ability and How to Render Assistance," by Supt. George Schenck, of Burlingame; "The Mission of the Traveling Dealer in School Supplies, and Our Relation to Him," by Supt. O. L. Smith, of Phillipsburg; "Our Text-books on History should discuss more fully and definitely the various Policies that have controlled the Government," by Supt. B. D. Van Ostrund, of Marion; and "True Love of a Country vs. False Pride," by Miss Anna L. Carl, of Lyons.

### Montana.

The fourth annual State Teachers' Association convened at Butte City, Dec. 28, and continued for three days. Pres. J. M. Ham-

ilton, of Missoula, opened the meeting with an address on "The Unwritten Law." A very excellent paper on "Science Teaching in Elementary Grades" was presented by Miss Burge, of Twin Bridges. She strongly advocated the introduction of "nature study" into elementary grades. Her paper brought out forcibly that when the child is trained to notice with an observant eye the things in the world about him, and to seek for the meaning which everything in nature conveys, a satisfactory educational result is inevitable. A number of other subjects were also well presented and fully discussed. The paper on "The Coming Text-Book Question," read by Mr. Harmon, of Bozeman, was followed by a particularly lively general discussion.

Every session was well attended and all seemed deeply interested. Dr. Reed, of Deer Lodge, has been elected president for 1894, and Miss Burge, of Twin Bridges, secretary. The next meeting is to be held at Livingston.

### North Dakota.

The seventh annual meeting was held in Wahpeton, December 28 and 29.

On Wednesday evening Miss Emma F. Bates, of the Valley city state normal, spoke on "Social Purity" to a large and enthusiastic audience who were unanimous in praising her eloquent and tactful treatment of the delicate subject.

Thursday's session was opened by an address of welcome by the Mayor followed by a response by Pres. L. B. Fancher. The assembly was saddened early in its session by a telegram announcing the death of Supt. Wiles, of McIntosh Co., who was on the program for a paper on "Teachers' Meetings." Suitable resolutions of regret and sympathy were passed upon receipt of the news. Much profit was derived from Supt. Halland's treatment of the question, "How to Secure Uniformity of Text-Books." Supts. Hall, of Nelson, and Crocker, of Ransom participated in the discussion. State Supt. Laura J. Eisenhuth presented the "Educational Features of the State Chautauqua." Supt. Topson offered valuable practical suggestions. A most interesting and suggestive paper was that on "Normal Training for Teachers" by Miss Emma Bates, of the state normal. Supts. Mary L. Bowers, of Devils Lake, Devine, of La Moure, and Prof. Kennedy, of the state university, led in the animated discussion which followed. Other helpful papers were those of Prof. Avery on "School Organization," and of Supt. W. M. House, on "Teacher and Pupil."

Hillsboro was chosen as the place for holding the next meeting and the following officers were elected: President, Supt. E. C. Jackson; vice presidents, Prof. M. E. Warren, and Miss Jean McNaughton; secretary, Supt. W. F. Lorm; treasurer, Miss Emma F. Bates.

The county superintendents organized an association, also the high school men. Much good to the educational interests of the state will undoubtedly be the result of these two branches.

More solid work, with promise of greater practical results was done at this state gathering than any previous one.

North Dakota has progressive workers and takes advanced ground in her educational matters.

### Western Arkansas.

The Western Arkansas Teachers' Association met at Fayette, Dec. 27, 1893, with Prof. C. V. Kerr, of the Arkansas Industrial university, presiding. The attendance was very good, and the meetings interesting and enjoyable.

The following papers were read: "Kindergarten Work for Our Public Schools," Miss Lizzie Meyer, Ft. Smith; "A Nine Months' School for Country Towns," Prof. H. J. Hall Waldron; "Teachers' Examinations," Supt. H. A. Nickell, of Ozark; "The Teacher's Best Tests for Results," Prin. R. H. Parham, of the Peabody high school, Little Rock; "How to Secure and Use a Public School Library," Prin. A. H. Carter, Ft. Smith; "Literature as a Means of Moral Training in our Public Schools," Prin. J. C. Hennon, Bentonville; "What is it to read," Miss Jessie L. Cravens, Fayetteville; "The Development of Citizenship as well as of Scholarship in our Schools," Prin. A. E. Lee, Ft. Smith, and Prof. J. W. Roberts, Pen Ridge; "Public Education."

Prof. O. C. Gray, of the state university at Fayetteville, spoke on "The Place of the Academy in Education;" Prof. J. W. Scroggs, Rogers on "The Lesson of the School Exhibit at the World's fair;" Supt. C. S. Barnett, Eureka Springs, on "Pedagogical Blunders;" Supt. C. L. Sampson, Jonesboro, on "The Mutual Influence of Home and School."

Prof. J. C. Massie, Van Buren, gave an address on "The Educational Value of the World's Fair."

State Supt. J. H. Shinn, opened the discussion of the questions, "How may we Secure in our Pupils Habits of Correct Talking?" and "How may we Secure in our Pupils Habits of Correct Spelling?" "How to Organize and Conduct a Teachers' Institute," was presented by county examiners.

The following officers were elected: President, Prin. Geo. B. Cook, Hot Springs high school; vice-president, Prof. H. J. Hall, Waldron; secretary, Prof. J. C. Massie, Van Buren; treasurer,

Supt. H. A. Nickell, of Ozark. The executive committee are Messrs. Geo. B. Cook, J. C. Massie, and H. A. Nickell. Hot Springs has been selected for the next place of meeting.

### Iowa.

The attendance at the meeting held at Des Moines, December 27, '8, '9, was not as large as in former years. Probably the purses of many were still suffering from the after effects of the World's fair. Still the meeting was a success; in fact, it was better than it has been for years. A full report will be given in a later number of THE JOURNAL.

### Iowa's Educational Council.

Dec. 26.—The Educational council, of which State Supt. J. B. Knoepfler is the president, held a preliminary meeting. Pres. George A. Gates, of Iowa college, Grinnell, presented a clear and comprehensive report on the twofold question, "What are the proper Functions of the Educational Council and how can they best be Performed?"

Dec. 27.—On the question, "How shall we Diminish Waste in our Present School System in Graded and High School Work?" A report was submitted that gives the result of two years' careful investigation of the work of schools in the state by eight thoroughly qualified educators. Every section was fully discussed, and as it stands it is the expression of the council's opinion on the question. Here are the recommendations:

1. Those portions of arithmetic requiring mental operations for which mature development is necessary should be cut out of the grades below the high school. In its place should be put either:

(a) The beginning of algebra, taken slowly and learned carefully.

(b) Language.

1. English, with only the elements of grammar.

2. Latin, with the best modern text-books adapted to beginners, with the acquirement of forms so easy and rapid and permanent in early years.

3. A waste of time occurs by beginning technical grammar too early. Much time is wasted by studying so-called language books.

4. It is a waste of time to teach as much descriptive geography as is usually taught in most schools.

5. Much time would be saved if the intervals for promoting classes were made as short as practicable.

6. Forty children for one teacher for the grades below the high school are enough. Waste increases rapidly as the number goes beyond.

7. Much time is wasted because "busy work" that has no educative value takes the place of reading, writing, and spelling in the primary grades.

8. The attempt is made to teach too many sciences in the high school, and too little time is devoted to arithmetic, history, and advanced English.

Chairman J. L. Buechele, of the committee on examinations and county certificates, not being present his report was presented by Supt. F. J. Sessions, of East Waterloo. Some of the most valuable features of the recommendations are the following:

EXAMINATION QUESTIONS.—State lists only should be used. Examination in science of education as rigid as can be required under present conditions.

EXAMINATION.—Applicants should be examined somewhat with reference to the character of the work they prefer to do.

GRADING.—County superintendents should have the aid of a competent committee in grading papers. There should be the right of appeal from the county superintendent's findings on examination papers.

CERTIFICATES.—There should be three classes; a professional certificate for those who earn it only.

APPLICANTS.—Minimum ages 19 years for male, 18 for female applicants. Not possible under present conditions, but desirable, to require all persons desiring to teach to attend normal schools.

Pres. Schaeffer added some recommendations that deserve to be widely read by all interested in the improvement of schools. They were as follows:

I would respectfully suggest that what we need more than anything else to improve our schools is a more centralized guiding body, endowed with considerable more power than is at present conferred on either the superintendent of public instruction or upon the board of educational examiners. Unless the state superintendent is endowed with much greater powers than at present I would recommend that the state board of educational examiners be enlarged by the appointment of two additional representatives of the school system, and that its title be changed to that of the board of education.

Further, I would recommend that this board of education be given the entire charge of the work of examining teachers. The actual examinations might be held by county superintendents, but the question papers should emanate from the board, and the answers be graded by experts employed by the board. My reasons for these suggestions are, namely:

First, to secure a uniform standard.

Second, to avoid the demoralization of the schools, when the office of county superintendent is filled by one who has attained that position merely through political influence, and not in consequence of his recognized ability.

Furthermore, I should recommend that the office of county superintendent be taken out of politics, as follows: Let the various school boards of the county meet and recommend, say several candidates, from which number the board of education shall appoint one; this would not take the matter out of the hands of the people, and it seems to me would prevent appointment solely upon political grounds.

"Needed School Legislation" was the subject of a report passed before a joint meeting of the council and the county superintendents by a committee of which W. O. Riddle, of Woodbine, is chairman. The result of the discussion on the points presented were embodied in resolutions to the effect (a) that the state normal at Cedar Falls is not equipped for the work it is expected to do; (b) that the attendance and work done there by the president and faculty is entitled to a more liberal policy on the part of the state; (c) that other well equipped normal schools should be es-



established, and (d) that the state legislature require at least a four weeks' session of each county institute, and appropriate \$400 for the use of each. These resolutions were to be submitted to the general association.

### Minnesota.

The thirty-first annual meeting was held at Minneapolis, Dec. 27-8-9. Fully 700 members were present. Supt. R. E. Denfield, of Duluth, presided.

President A. T. Aukenny made a sparkling address of welcome. He said that it was not really his business to tender the freedom of the city, since that duty belonged to the mayor. But Mayor Eustis he said, was an old bachelor and shrunk from exposing himself to the fascinations of a half thousand or more lady teachers.

The subject of President Denfield's address was "Teachers and Association."

Supt. Frank T. Wilson, of Stillwater, spoke on the value of the World's fair educational exhibit. He pronounced it a *failure* as far as a practical showing of the systems and educational work of the United States was concerned. This criticism met with the approval of the association. Supt. Wilson then expressed the hope that the state university would soon establish a pedagogical museum which would illustrate the theory and practice of teaching in its fullest sense.

"The Pedagogical Seminary at Jena," was the subject of a paper by Dr. C. C. Van Liew, professor of history and civil government in the Illinois state normal school, at Normal. Dr. Van Liew is a graduate of Jena, and one of the translators of Prof. Rein's "Outlines of Pedagogics." His paper was a philosophical dissertation on the value of a thoroughly pedagogic training.

Miss Ada Van Stone Harris, principal of the Duluth training school, presented a paper on "Science Teaching in the Grades." Science, she pointed out, should be taught in the lower grades, but it must be of the most elementary character, and only in a limited number of studies.

The views of President Edward Searing, of the Mankato normal school, in regard to certain changes which he suggested for a new grammar of the English language, aroused particular attention. Pres. Searing said in his paper that of all the branches of learning, he believed grammar alone had failed to materially advance. He proposed to simplify the relations certain forms of speech bore to each other. Parts of speech he would classify as nouns and pronouns, quantitative, qualitative, locative and active, adjective, conjunctions of verbs, and interjections, and for guidance in this revision he would lay down the following rules: That the lists of adjectives be revised into four classes, that the two-fold nature of the word be set forth and that the copulative and its function be more definitely defined. The interesting paper was followed by a lively discussion in which Prof. George McLean of the university, took a prominent part.

"Teachers' Meetings—What and Why" was the subject of a paper by Supt. M. F. Miller, of Northfield. Supt. Miller said that well-managed teachers' meetings would directly result in the improvement of the schools. If such failed to be the case, the fault lay with the conduct of the meetings and not with the system.

Prof. Alletzhauer read a paper on "Physical Culture." He illustrated his system by improvising a class of association members, and going with them through some of the exercises which he uses.

Pres. Lord, of the Moorhead normal, read the paper of Prof. Parr on "How to Better Enforce the Compulsory Law."

Pres. R. G. Boone, of the Ypsilanti, Mich., normal school, delivered a fine lecture on "Education as a Process." He declared that education is a process and generic, not a result; and that it is peculiarly a process of the mind, and only incidentally of the body. From this he deduced that there is no short cut to learning; education is a slow and methodical process which should be watched with the greatest care by the instructors of young minds.

The association elected the following officers: president, Supt. J. Q. McIntosh, of Washington county; vice-president, Miss Gertrude C. Ellis, Austin; corresponding secretary, Prin. S. A. Farnsworth, St. Paul; recording secretary, Miss Emma T. Allen, Rochester; treasurer, Prin. Z. Vaughn, Anoka.

(Meeting of Sections in a later number of THE JOURNAL.)

### Illinois.

The fortieth annual meeting was held at Springfield, December 26, '7, '8. Supt. J. H. Freeman, of Aurora, the president of the association, delivered the opening address. This was followed by a paper of Prin. W. M. Lawrence, of Chicago, on "The Educational Exhibit at the World's Columbian Exposition." Supt. W. N. Hailmann was expected to give a talk on "Requirements of a Full Elementary Course of Study," but was absent. Dr. Charles A. McMurray, of Normal, spoke on the subject, "Revision of the Common School Course of Studies with a View

to a Better Co-ordination of Studies." It was a strong argument based on a solid Herbartian foundation. President G. Stanley Hall, of Clark university, addressed the meeting on "Education of the Heart." His lucid presentation of psychological truths has left a deep impression on many teachers. In the evening he delivered another address on "Child Study" that attracted a large audience and held their attention throughout. Other speakers were Col. Parker and Prof. W. S. Jackman, of the Cook county normal, Miss Anna L. Davis, of Austin, and Supt. T. C. Clendenin, of Cairo.

The advancement of the education of teachers was the subject of the third day's deliberations. Col. Parker opened the symposium, choosing as his subject the "Education of Teachers." He regretted the fact that boards of education placed at the heads of its departments high school graduates, who knew nothing whatever of the art of teaching, and placed a college graduate equally deficient in essential qualifications, in charge of schools. President John W. Cook, of the State Normal university at Normal, read a paper on "The Professional Education of Teachers." He outlined the method followed by European countries in the preparation of teachers, and urged the establishment of two more normal schools. The state, he said, should have normal schools with a capacity for 4,000 students a year.

Prof. William Jenkins, of Mendota, was to have read a paper on "Examination, Election, and Dismissal of Teachers and Tenure of Office," but was by illness prevented from being present.

Supt. Lane and Mrs. Ella F. Young, of Chicago, spoke also on the uplifting of the teaching profession. Supt. Bright, of Cook county, favored the establishment of more normal schools.

Editor E. O. Vaile, of *Intelligence*, moved that a committee with Prof. Jenkins, of Mendota, as chairman, should be appointed to endeavor to secure an appropriation by the legislature for three additional state normal schools. One hundred dollars were placed at the disposal of the committee. Pres. Cook said that the legislature professed to be in favor of more normal schools, but at the same time would not make any appropriations for their establishment and maintenance. Col. Parker urged that a popular sentiment must be created in favor of more normal schools; but it would require hard work to create such a sentiment.

Supt. S. T. Walker explained the methods and the work accomplished in educating the deaf and dumb.

Prof. Albion W. Small, of Chicago, gave an address on "Reality and Interpretations." This was followed by the report of the Pupils' Reading circle, presented by Prof. James Kirk.

The *Primary Section* discussed subjects relating to the mental development of children. Miss Emma F. Stratford, of Moline, presided. Addresses were delivered by Dr. Frank McMurray, of the University of Illinois; Prin. Luther Hatch, of Moline; Prof. B. P. Colton, of Normal. Dr. Frank McMurray read a paper on "The Manner of Treating Natural Science Topics with Children," and Prin. Hatcher gave an outline of science work for primary pupils. Both papers were practical and in line with the best modern pedagogic thought.

Supt. E. B. Smith, of the state normal at Normal, read a very helpful paper on "Literature in Primary Grades." A discussion followed on "Relation of Literature and Natural Science" to each other and to the other studies.

State Supt. Henry Raab addressed the *County Superintendents' Section* choosing as his subject, "County Superintendents' Duties." The discussion was led by Supt. Chas. Cannady, of St. Clair county; and Supt. John H. Grossmann, of Carroll county. Asst. State Supt. James Kirk read a paper on "Establishing in Principals the Habit of Reading the Best Books." Supt. Royal T. Morgan, of Du Page county, and W. J. Johnson, of Whiteside county, participated in the discussion of "How May the Qualifications of Teachers be Improved?"

Supt. Marvin Quackenbush showed how it could be done by "Examinations." This was discussed by Supt. James A. Kerrick, of Edgar county; "School Visitation" was presented by Supts. Joseph M. Piper, of Ogle county; Mollie O'Brian, of Peoria county; and O. T. Bright, of Cook county.

The *Principals' Section*, held two very good meetings. Prin. E. G. Cooley, of the Lyons township high school; Prof. Charles W. Groves, of Harvard, and others discussed the question of "A Uniform Course of Study for high schools and their Relation to Colleges." Prof. John W. Heninger, of Charleston, delivered an address. Prin. Corydon G. Stowell, of Chicago, presented a paper on "Pedagogical Importance of Psychology and the best Way to Interest Teachers in its Study and Application." Prin. J. H. Collins, of Springfield, and G. W. Smith, of Arcola, discussed the paper. Among others who took a prominent part in the meetings were Prins. C. M. Bardwell, of Canton; Charles L. Manners, of East St. Louis; and M. N. McCartney, of Mound City.

Prin. W. S. Goddard, of Chicago, presided at the meetings of the *High School Section*. Supt. F. L. Calkins, of Washington, presented "Geography in its Relation to the High School." This was discussed by Prof. L. S. Ham, of Pana; and Miss Helen L. Sheridan, of Arcola. Miss Laura Myers, of Salem; Prof. Edward Alexander, of Pekin; and Prof. Chas. S. Aldrich, of Canton, participated in the discussion of the paper by Miss Lizzie L. Gibson, of Astoria, on "Examinations." "The Laws of Plato"

formed the subject of a paper by Miss Grace Reed, of Chicago. Much interest was shown in the carefully prepared work.

The *College Section* listened to an address by Pres. A. A. Kendrick, of Shurtleff college, Upper Alton, on the subject. "The Place of the College in our System of Education." The question, "Shall we Diminish the Requirements in Mathematics in order to make Room for the Natural Sciences?" was the subject of a paper by Prof. M. P. Lackland, of the Illinois Wesleyan university at Bloomington, Dr. W. G. Hall, of Chicago, and Dr. T. J. Burrill, of the university of Illinois, Champaign, led the discussion. "University Advancement" was presented by Dr. John M. Coulter, president of Lake Forest university, and discussed by Dr. John E. Bradley, president of Illinois college. Prof. F. G. Butler, of Chicago, delivered an address on "University Extension."

### Florida.

The Florida teachers met at Gainesville, January 4 and 5. Mrs. M. L. Veenfleet presided. The venerable Dr. E. E. White, of Columbus, Ohio, gave an address on "Language Exercises," illustrated by the use of charts. After a recess was taken, State Supt. Sheats spoke highly of the work of the association. Miss A. S. Phillips, of Clearwater, read a helpful paper on "Study of Nature in Primary and Intermediate Grades." She advocated the planting of trees and gardens by the little ones.

Miss Mary A. West, of Tampa, in her paper on "Kindergarten in Ungraded Schools," advised the establishment of the kindergarten in connection with the primary department, in schools where the money appropriation was too small to justify the forming of two distinct classes. Mrs. O. E. Weston, of Jacksonville, president of the Southern Kindergarten Association, followed with an address on the desirability of kindergartens.

"Use and Abuse of Object Teaching," was the subject of a paper by Professor Jones, of Tampa. Many good practical suggestions were given. Prof. J. M. Williams, of Jasper, followed with a paper on "Examinations for Promotions in Public Schools." It was in reality an attack on modern educational thought. This brought out a lively discussion which showed that Florida teachers have felt the spirit of the new education. Mrs. Weston assailed the paper in round terms. Dr. Oscar Clute, of Lake City, Supt. Buchholz, and Prof. B. C. Graham, of Tampa, and Prof. Yacum, of Lake City, followed. Dr. White also took a hand in the fray.

A lecture by Dr. White on "Moral Training," and addresses by Prof. McBeath, of Tallahassee, and State Supt. Sheats closed the first day's work.

The second day opened with a paper by Mrs. Weston on "Kindergartens."

Prof. Harry E. Graham, of Fernandina, read a paper on the "Necessity of Professional Training." He deplored the fact that a great many unqualified teachers found employment in the schools of the state, and hoped that the day would soon dawn when each applicant would be compelled to show a diploma of some good normal institute. Prof. S. D. Cawthorn, of the State Normal college, opened the discussion.

Mr. Buchholz, the popular superintendent of the Tampa schools, gave a fine address on "Music in Public Schools." It was full of practical suggestions.

The following officers were elected: president, Prof. B. C. Graham, of Tampa; vice president, Miss Clem. Hampton, of Alachua; secretary, Prof. J. B. Parkinson, of the State Agricultural college; and corresponding secretary, Prof. W. S. Moore, of New Smyrna.

### Echoes from the Meetings.

The number of teachers who are interested in the study of the historical development of education is larger than some of the managers of educational associations are aware of. Some time ago the editors of *THE JOURNAL* suggested to the secretary of a state organization to choose for the program of the annual meeting at least one subject from the history of education. They received the laconic reply: "There aren't twenty members that would go to hear a paper on Pestalozzi, Comenius, Rousseau, or any of those fellows. A trial, *THE JOURNAL* is confident, would have convinced the doubter that his estimate was wrong and an injustice to the teachers of his state. Mr. T. W. Conway, of Arkansas City, made a "hit" at the recent meeting of the Kansas teachers with his paper on "Education in the Past." The applause with which the subject was greeted gave evidence that its introduction was fully and generally appreciated. Association officers will do well to make note of this.

### MICHIGAN.

"Why do I make the future of the child so dependent upon the the personal love and devotion to the teacher? Simply because as he is constituted, in no other way can the pupil be turned toward higher interests. A large part of the number of those who leave school before graduation might be saved, if held to their work by the personal love and magnetism of some teacher. There is in many of these cases simply lack of motive power. Pupils need something of the nature of a passion to dislodge them from their indifference, some deep swelling current of feeling to sweep them away from evil toward goodness."

"I would rather my child would go out from school with right tendencies in thought, and feeling, and action, than with a standing of ninety per cent. To do this takes us out of the realm of geography and arithmetic merely as information subjects, and raises us into higher fields of action, into the throbbing activity of the soul. The child is the all important idea, not how many pages of a text-book."

"Some persons are naturally more fond of children than others are, but those not naturally thus inclined may cultivate the disposition. They must do so if they mean to be teachers. No one is fitted to be a teacher who has not learned to sympathize with the real wants and feelings of children. Pretense here is all wasted. Shams may do with grown people sometimes, never with children. They have an instinctive perception of what is genuine and what is

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false in professed love for them. The only way to win the love of a child is to love him, not to make professions of love."—From President Cheever's address.

"The commissioner who goes his round year after year has some things thrust upon his attention which are really painful. When he has made a normal school of himself for half a day in the district doing his utmost to help out one who entered the school with only the most indefinite idea of her work, and then repeating the same process in another school, he naturally asks himself: 'Must this forever be? Are these children forever to be the subjects of experiment? Is teaching never to be a profession but only the stepping stone to some other profession? Isn't the material rather too precious to be used this way?' It does seem as if people are so slow in learning some things. They want no quacks for the bodies of their children. How much longer shall educational quackery be tolerated?"—Com, Andrus.

The *State Republican* of Lansing appreciates the value of a meeting like that held in its city by the Michigan teachers. It writes: "As one stood in representative hall during any of the meetings, the intense earnestness which seemed to permeate the teachers could not but be felt. Such gatherings and such enthusiasm cannot help being an inspiration and the work of the coming years be made better thereby. A gathering of Michigan teachers, all having the same desire and object, that of the advancement of their profession and the acquirement of the best possible methods, is a power whose strength cannot be measured."

#### KANSAS.

Miss Eacker, of Delphos, suggested that pupils be asked to report what books they had read during the week. It is a good plan.

A. B. Carroll, of Salina, struck at the root of poor teaching when he said that the first mistake made by many teachers was "entering the profession without due deliberation and thorough preparation." The people are beginning to wake up to this truth and THE JOURNAL hopes that the day is not far distant when they will shut out the unqualified from the schools.

"A teacher should know the lesson so well that he does not need the text-book," said Mr. Cook, of Oskaloosa. He is right.

Pres. Sanders pointed out a rule that bears frequent repetition: "We must teach children to think for themselves." Self-activity is the basis of character-building.

Pres. A. R. Taylor, of Emporia, said that Kansas has a larger percentage of her population in school than any other state. Kansas has built on an average one school-house for every working day since the first settler came there in the fifties.

Prin. J. E. Klocke, of Leavenworth, was right in declaring that if we must have poor teachers, they should be in the upper grades, where they can do the least harm. The best teachers should be in the lower grades.

Miss Carrie Mills, of Osborn, took occasion to point out that stories like Mark Twain's "Tom Sawyer," are not fit for school children, as they teach that a man cannot be great and good unless he has led a wild and dissipated youth.

Chancellor Snow, of Topeka, said Kansas had been advertised as the home of the grasshopper and the cinch bug, but it is now becoming noted for advance in educational matters.

Prof. Stevenson, of Wichita, has observed that the poorest work in writing is usually found in the third and fourth grades. It would be interesting to know what is responsible for it.

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